Keynote

1

Teacher's Edition

Colleen Sheils

NATIONAL GEOGRAPHIC LEARNING
CENGAGE Learning

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Keynote Teacher's Edition 1
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ISBN-13: 978-1-337-10422-7

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Printed in Canada
Print Number: 01 Print Year: 2016

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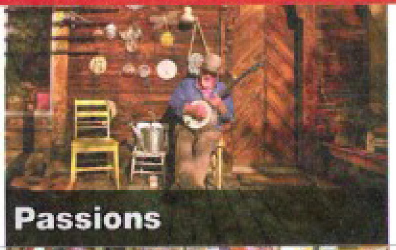
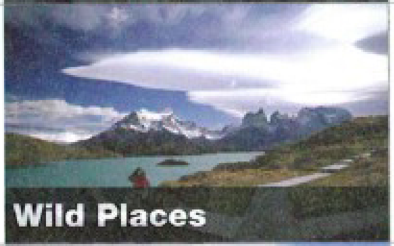
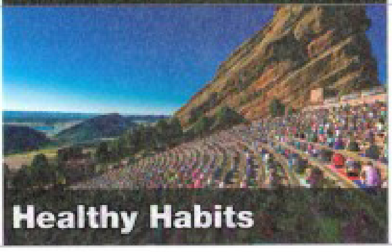
Scope and Sequence

	LESSON A		LESSON B	
UNIT	**VOCABULARY**	**LISTENING**	**LANGUAGE FOCUS**	**SPEAKING**
 **1** **Passions**	Music and movie genres	**My passion for music** *Phillip Jones, musician*	**Function** Talking about likes and interests **Grammar** Simple present	I like hip-hop a lot
2 **Spending Habits**	Things we spend money on	**How I spend my money** *Stella Hekker, student*	**Function** Talking about habits and routines **Grammar** Simple present with adverbs of frequency	Take a guess
3 **Career Paths**	Job titles	**Interview with a TV presenter** *Richard Lenton, journalist*	**Function** Asking about and describing jobs **Grammar** *like* vs. *would like*	A future job
	PRESENTATION 1 Introducing someone you know			
4 **Talents**	Collocations to describe abilities	**A unique ability** *Okotanpe, contact juggler*	**Function** Describing abilities and talents **Grammar** *can/can't*	A talented class
5 **Technology**	Adjectives to describe gadgets	**How I used drones to make an amazing video** *Sam Cossman, explorer*	**Function** Describing things and how they work **Grammar** Quantifiers	Wearable technology
6 **Challenges**	Daily challenges	**It's no big deal** *Vasu Sojitra, skier*	**Function** Describing sequence **Grammar** Time clauses	Dealing with exam stress
	PRESENTATION 2 Presenting a favorite piece of technology			

LESSON C	LESSON D		LESSON E	
READING	**TED TALK**	**PRESENTATION SKILLS**	**COMMUNICATE**	**WRITING**
Bluegrass for a new generation	**BLUEGRASS FROM NEW JERSEY** *Sleepy Man Banjo Boys*	Introducing yourself	Getting to know you	Write an email to introduce yourself
Buy nothing new	**WEARING NOTHING NEW** *Jessi Arrington*	Using effective body language	Are you a green shopper?	Writing a social media post
A dancer's dream	**THE JOY OF SURFING IN ICE-COLD WATER** *Chris Burkard*	Thanking the audience	What's my job?	Writing about a dream job
Pro gaming: A dream career?	**THE ORCHESTRA IN MY MOUTH** *Tom Thum*	Introducing a topic	Recommending a job	Writing about someone with an unusual ability
Flying like a bird	**FLY WITH THE JETMAN** *Yves Rossy*	Using gestures effectively	A new app	Writing a review of a piece of technology
Living without fear	**HOW I USE SONAR TO NAVIGATE THE WORLD** *Daniel Kish*	Involving your audience	Dos and don'ts	Writing about a person who overcame a challenge

Scope and Sequence

	LESSON A		LESSON B	
UNIT	VOCABULARY	LISTENING	LANGUAGE FOCUS	SPEAKING
7 **Confidence**	Adjectives for describing appearance and personality	**Like mother, like daughter** *Bonnie Kim, school consultant*	**Function** Describing people **Grammar** Modifying adverbs	A movie of your life
 **8** **Wild Places**	Natural places	**An amazing place** *Ross Donihue and Marty Schnure, cartographers*	**Function** Making comparisons **Grammar** Comparative and superlative adjectives	What do you know?
9 **Achievements**	Collocations for describing personal achievements	**My great achievement** *Scott Leefe, marathon runner*	**Function** Talking about the past **Grammar** Simple past	Round-the-world adventure
	PRESENTATION 3 Describing an amazing place you visited			
10 **Creative Cities**	Collocations for describing neighborhoods	**The neighborhood where I grew up** *Craig Albrightson, lecturer*	**Function** Offering suggestions **Grammar** *should/shouldn't*	The right neighborhood
11 **Picture Perfect**	Nouns and adjectives related to photography	**My perfect photo** *Hannah Reyes, photographer*	**Function** Asking for and giving opinions **Grammar** Sense verbs	Is it real?
 **12** **Healthy Habits**	Collocations for talking about good and bad habits	**My healthy (and unhealthy) habits** *David Matijasevich, teacher*	**Function** Talking about real conditions **Grammar** Real conditionals	Healthy choices
	PRESENTATION 4 Describing an issue or challenge in your community			

LESSON C	LESSON D		LESSON E	
READING	**TED TALK**	**PRESENTATION SKILLS**	**COMMUNICATE**	**WRITING**
Pressure to be "perfect"	**WHY THINKING YOU'RE UGLY IS BAD FOR YOU** *Meaghan Ramsey*	Adding support by giving statistics	A class poll	Writing about a friend
An otherworldly place	**UNSEEN FOOTAGE, UNTAMED NATURE** *Karen Bass*	Showing enthusiasm	A tourism poster	Writing about a place you'd like to visit
Extreme survival	**LET'S SAVE THE LAST PRISTINE CONTINENT** *Robert Swan*	Pausing effectively	An achievement	Writing about someone who achieved something
Reshaping a city	**HOW TO REVIVE A NEIGHBORHOOD** *Theaster Gates*	Paraphrasing key points	Planning neighborhood improvements	Write suggestions for improving your town
Unreal images of nature	**IMPOSSIBLE PHOTOGRAPHY** *Erik Johansson*	Introducing a visual	Animal hybrids	Writing about a photograph
A simple solution	**THE SIMPLE POWER OF HANDWASHING** *Myriam Sidibe*	Getting the audience's attention	Fact or myth?	Writing health tips

Keynote Pacing Guide

Keynote can be adapted to courses of any length. The following examples show course options to cover one level of Keynote.

TOTAL COURSE LENGTH: **45 HOURS**	TOTAL COURSE LENGTH: **60 HOURS**
1 x 90 minute class x 30 weeks	Option 1: 4 x 50–60 min classes x 15 weeks Option 2: 2 x 50–60 min classes x 30 weeks
One unit is covered in two weeks, i.e. the core Student Book content is covered in 24 full teaching weeks (36 hours). Remaining time allowance (9 hours) can be used for: *Presentations, exams/review,* and/or *school vacations.*	One unit is covered in either one week (option 1), or two weeks (option 2), i.e. total class time approximately 4 hours. The Student Book content is covered in either 12 or 24 full teaching weeks (48 hours). Remaining time allowance (12 hours) can be used for: *Presentations, exams/review,* and/or *school vacations.*
Class 1: Opener Lesson A: Vocabulary, Listening, Speaking Lesson B: Language Focus, Speaking **Class 2:** Lesson D: TED Talks Lesson E: Communicate	**Class 1:** Opener Lesson A: Vocabulary, Listening, Speaking **Class 2:** Lesson B: Language Focus, Speaking **Class 3:** Lesson D: TED Talks **Class 4:** Lesson E: Communicate Writing task The four classes can be taught over one or two weeks.
This option assumes the reading lessons (Lesson C) are set for students to complete on their own at home. The writing task of Lesson E can also be set as homework.	This option assumes the reading lessons (Lesson C) are set for students to complete on their own at home. Responses to the reading can be elicited at the start of Class 3. The Lesson E Writing task is started in class, and completed for homework.

TOTAL COURSE LENGTH: **90 HOURS**	TOTAL COURSE LENGTH: **120 HOURS**
2 x 90 minute classes x 30 weeks	4 x 50–60 min classes x 30 weeks
One unit is covered in four classes taught over two weeks. The Student Book content is covered in 24 full teaching weeks (72 hours). Remaining time allowance (18 hours) can be used for: *Presentations, exams/review, use of additional materials/ ancillaries,* and/or *school vacations.*	One unit is covered in two weeks, i.e. total class time approximately 8 hours. The Student Book content is covered in 24 full teaching weeks (96 hours). Remaining time allowance (24 hours) can be used for: *Presentations, exams/review, use of additional materials/ ancillaries,* and/or *school vacations.*
First week: Lessons A–C **Class 1:** Opener Lesson A: Vocabulary, Listening, Speaking Lesson B: Language Focus **Class 2:** Lesson B: Speaking Lesson C: Reading *Second week: Lessons D–E* **Class 3:** Lesson D: TED Talks **Class 4:** Lesson E: Communicate Writing task	*First week: Lessons A–C* **Class 1:** Opener, Lesson A: Vocabulary, Listening **Class 2:** Lesson A: Speaking, Lesson B: Language Focus **Class 3:** Lesson B: Speaking, Lesson C: Reading **Class 4:** Lesson C: Reading (continued, including Vocabulary) *Second week: Lessons D–E* **Class 5:** Lesson D: TED Talks: Previewing, Viewing, **Class 6:** Lesson D: TED Talks: Vocabulary in Context, Presentation Skills, Lesson E: Communicate (preparation) **Class 7:** Lesson E: Communicate **Class 8:** Lesson E: Writing task

Course Overview

What is TED?

TED is a non-profit, global organization with a simple goal: to spread great ideas. Every year, hundreds of presenters share ideas at TED events around the world. Millions of people watch TED Talks online, inspiring many to change their attitudes and their lives.

Why use TED Talks in English Language Teaching?

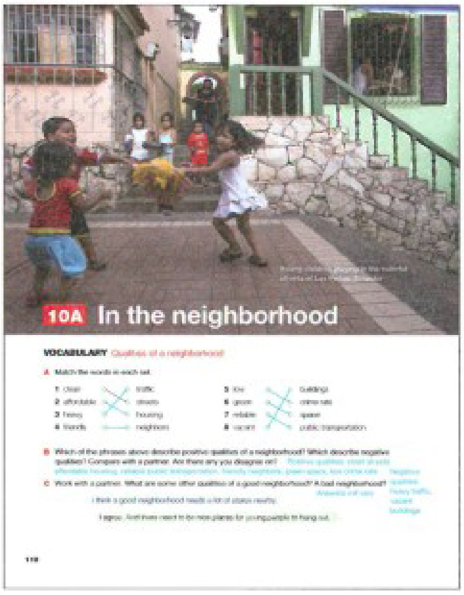
TED speakers use authentic language, model best practices in presentation delivery, and bring real and fascinating ideas to the classroom. These ideas inspire learners to form opinions that they want to share. National Geographic Learning materials can help them do that in English.

How does Keynote use TED Talks to teach English?

Learners develop English language skills, presentation literacy, and explore great ideas through authentic TED Talks. Each unit helps learners build an understanding around a TED speaker's main idea.

How is using Keynote different than using a TED Talk found online?

National Geographic Learning is the only publisher able to curate TED Talks for English language learners. The TED Talks selected for NGL materials are fascinating, language-level appropriate, and supported by a one-of-a-kind curriculum. In Keynote, TED Talks are broken into manageable segments that are used as springboards for language learning.



10A In the neighborhood

Each unit develops appropriate language-learning goals supported by a carefully segmented TED Talk. The **unit opener** uses a compelling excerpt to introduce the main idea, engage learners, and encourage discussion.

TEDTALKS

KEYNOTE ANNOTATED UNIT

Listening sections feature audio and video interviews with real people from around the world, including musicians, students, journalists, and National Geographic explorers.

Vocabulary sections teach key words and phrases needed to talk about the main idea presented in the unit.

In the **Language Focus** section, an engaging infographic provides real-life context for key grammar points. Students then listen to the grammar presented in context.

The **Language Focus Chart** provides explicit language instruction, while the **Language Notes** section at the end of the student book provides additional support for the lesson's target language.

In the **Speaking** section, learners practice grammar communicatively through a controlled task.

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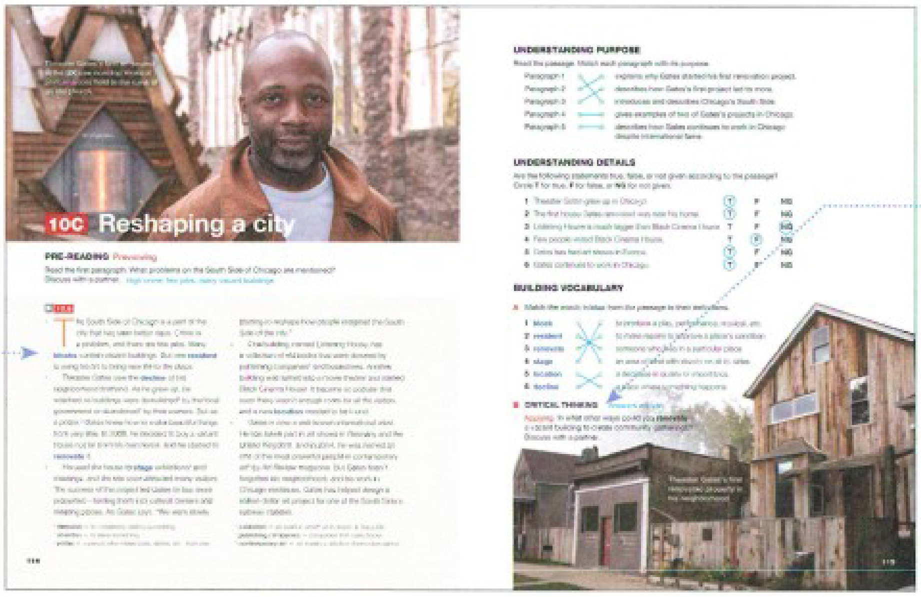


10C Reshaping a city

PRE-READING Previewing

UNDERSTANDING PURPOSE

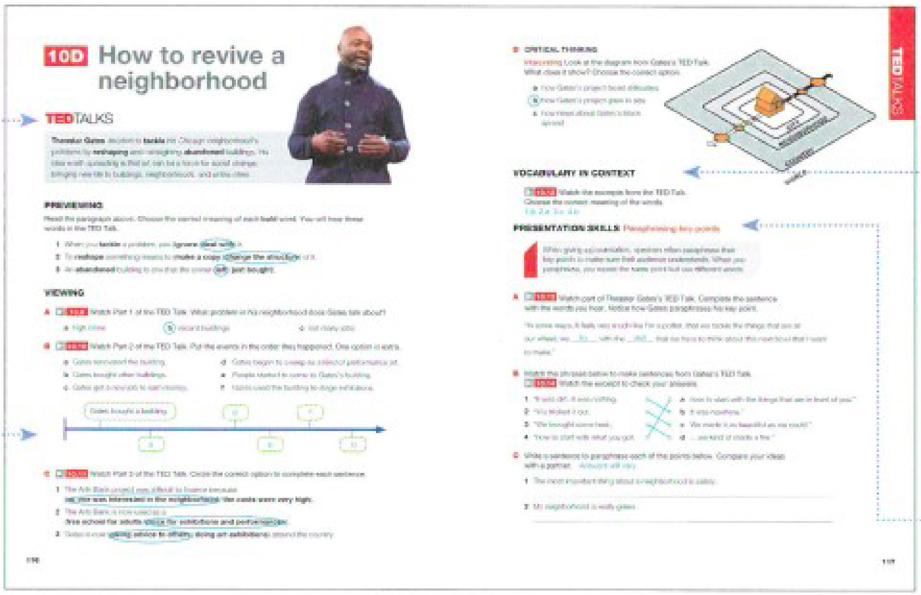
UNDERSTANDING DETAILS

BUILDING VOCABULARY

CRITICAL THINKING

Reading passages prepare learners to access the topic and vocabulary they will encounter later in the TED Talk, while developing useful reading skills and strategies.

Critical Thinking activities develop skills like applying, evaluating, and interpreting information to help learners achieve a deeper understanding of the main idea.



10D How to revive a neighborhood

TED TALKS

PREVIEWING

VIEWING

CRITICAL THINKING

VOCABULARY IN CONTEXT

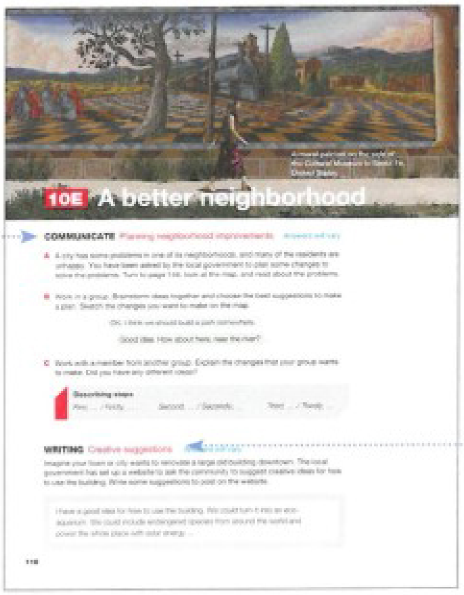
PRESENTATION SKILLS Paraphrasing key points

Lesson D uses an authentic **TED Talk**, which is divided into shorter parts to enable learners to better understand and respond to a TED speaker's idea worth spreading.

Activities related to each part of the TED Talk reinforce vocabulary, assess comprehension, and develop listening and viewing skills.

Vocabulary in Context sections guide learners to review excerpts from the TED Talk to identify the meaning of useful spoken expressions and idioms.

Using TED Speakers as models, **Presentation Skills** sections guide learners to watch and note best practices speakers use to deliver their ideas.



10E A better neighborhood

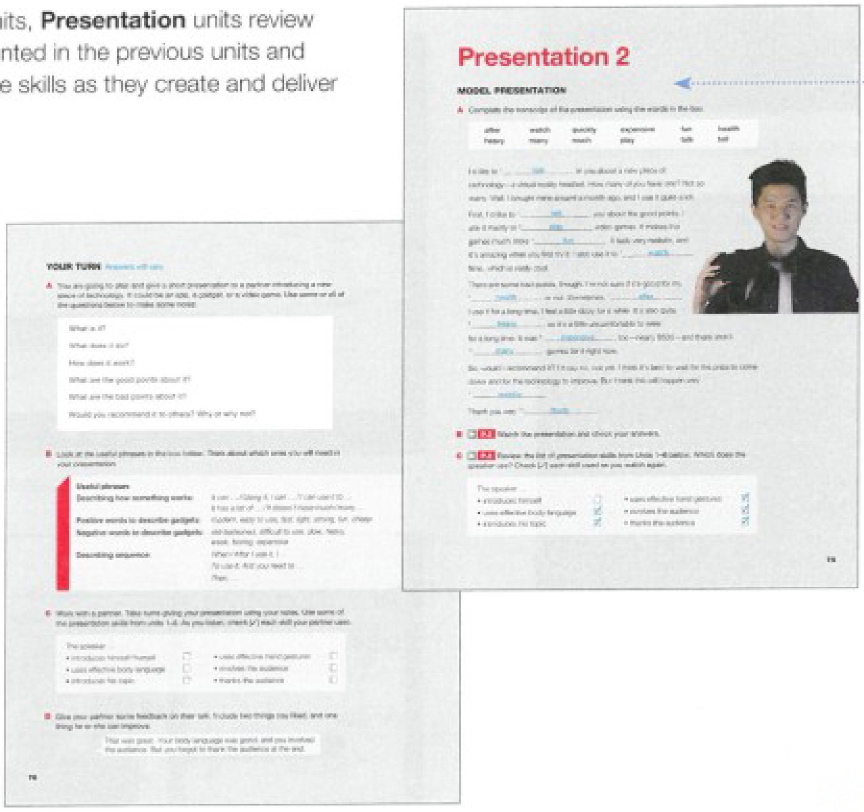
COMMUNICATE

WRITING

A **communicative task** guides learners to collaborate in pairs and groups to discuss and think creatively about the theme and topic of the unit.

Learners communicate their own opinions about the main idea in a controlled **writing task**. For flexible instruction options, this task is further supported in the print workbook.

Located after every three units, **Presentation** units review the presentation skills presented in the previous units and guide learners to apply those skills as they create and deliver their own presentations.



Presentation 2

MODEL PRESENTATION

YOUR TURN

A **model presentation** gives students a model to consolidate language and presentation skills from preceding units.

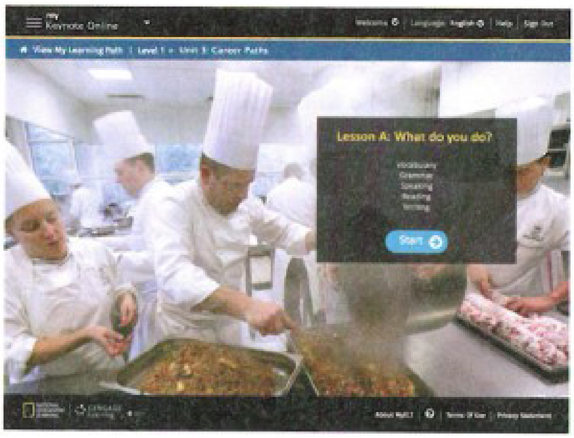
Using prompts and relevant language, learners create their own short presentations.

When delivering their own presentations, learners integrate the presentation skills presented in the previous units and give constructive feedback on their peers' presentations.

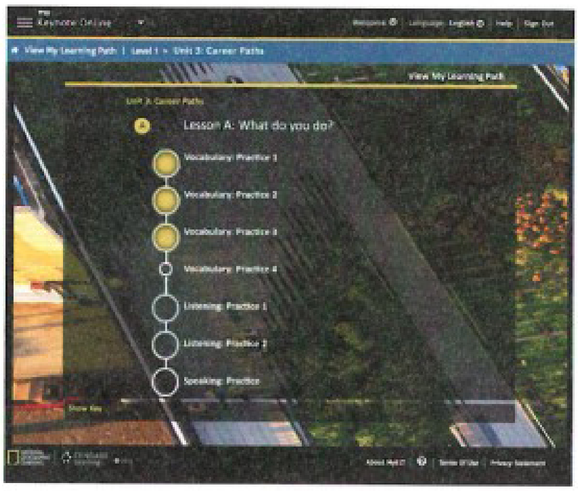
Keynote Techonology Components

My Keynote Online

My Keynote Online provides:


my Keynote Online
View My Learning Path | Level 1 > Unit 3: Career Paths
Lesson A: What do you do?
Vocabulary
Grammar
Speaking
Reading
Writing
Start

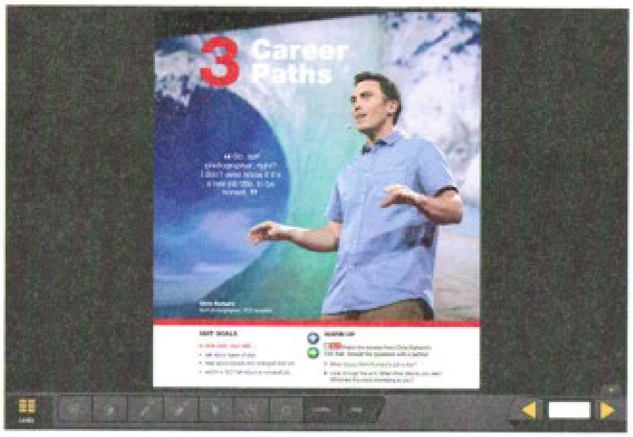
- reinforcement activities tied to each lesson in the Student Book


my Keynote Online
View My Learning Path | Level 1 > Unit 3: Career Paths
View My Learning Path
Unit 3: Career Paths
Lesson A: What do you do?
Vocabulary: Practice 1
Vocabulary: Practice 2
Vocabulary: Practice 3
Vocabulary: Practice 4
Listening: Practice 1
Listening: Practice 2
Speaking: Practice
Show Key

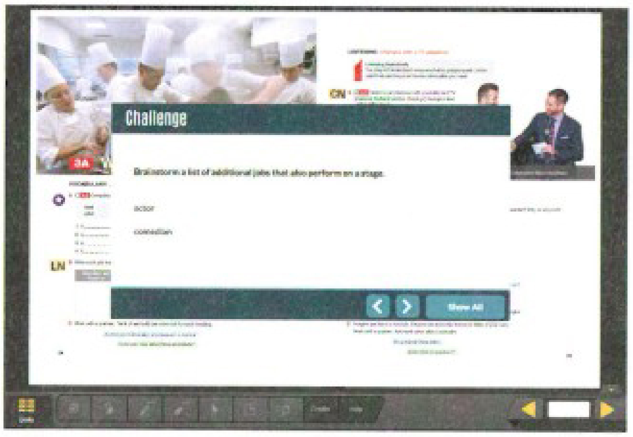
- a smart learning path that automatically provides additional support in grammar and vocabulary as needed and point-of-use access to all of the videos and the Student eBook

Classroom Presentation Tool

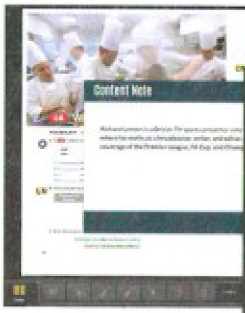
The **Classroom Presentation Tool** for each level brings the classroom to life through:


3 Career Paths
UNIT GOALS
WARM UP

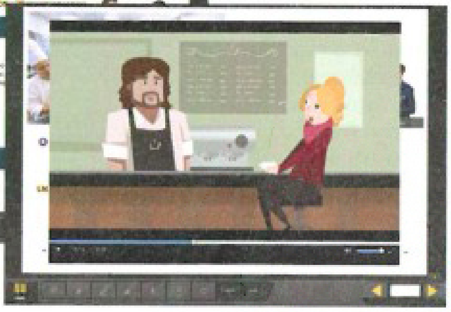
- complete, interactive versions of the Student Book pages featuring point-of-use access to all of the videos


Challenge
Brainstorm a list of additional jobs that also perform on a stage.
actor
comedian
Show All

- additional communicative classroom activities


Content Note

- instructional support



- animated videos that support the listening activities

1

Passions

1 Passions

“We discovered bluegrass a few years ago, and we fell in love with it.”

Sleepy Man Banjo Boys
Bluegrass musicians, TED speakers

UNIT GOALS

In this unit, you will …

- talk about likes and interests.
- read about three young musicians.
- watch a TED Talk about the joy of performing music.

WARM UP

▶ **1.1** Watch part of Sleepy Man Banjo Boys' TED Talk. Answer the questions with a partner.

1 Do you like the boys' music? Why or why not?
Answers will vary
2 Who's your favorite musician?
Answers will vary

UNIT GOALS

The unit focuses on likes and interests and the topic of music and movies. Students will talk, read, and watch people who are doing what they love and practice talking about their own passions and interests. By the end of the unit, students will be able to use the simple present tense to talk about their favorite movies, music genres, and other interests.

TED Speaker

Sleepy Man Banjo Boys are three young brothers who have gained popularity for their bluegrass music.

TED Talk Summary

Sleepy Man Banjo Boys delight the audience by exhibiting great skill and a passion for a traditional form of American music.

Idea Worth Spreading

Making music and following your passion bring equal joy to musicians and their listeners.

WARM UP

Have students look over the picture, caption, and quote. Read the quote aloud. Elicit or review the meaning of *discover*. See **Language Note** below.

Language Note

To discover something means to find it for the first time. It also means that you become aware of it or just realized you like it.

▶ **1.1** Play the video.

For question 1, tell them to give reasons for their opinions. For support, write on the board:

I like it. I think it's
exciting / cool / upbeat / etc.
I don't like it. I think it's too
fast / loud / etc.

For question 2, tell students to share the band's name and why they like them. Write on the board:

My favorite musician is …
I like the band …

Content Note

Bluegrass is an American music genre that is considered a traditional form of country music. It was popularized in the 1930s by Bill Monroe and the Blue Grass Boys, which is where the genre takes its name.

EXTENSION ACTIVITY Ask students to show each other short clips online of their favorite bands. Have them work in pairs and share if they like their partner's favorite musician or not.

1A

Do you like country music?

LESSON OVERVIEW

Aims: Learn nouns for music and movie genres; listen to a musician talking about his love of music; practice talking about music and movies.

Target Vocabulary: action, classical, country, horror, jazz, rock, romantic comedy, science fiction

VOCABULARY

A Point out the two categories: Types of Music and Types of Movies. Have students work individually to fill in the chart.

B Have students work in pairs. Elicit answers. Write all the music and movie genres on the board. Possibilities include:

Types of music: pop, hip-hop, electronica, heavy metal, blues, rap, folk

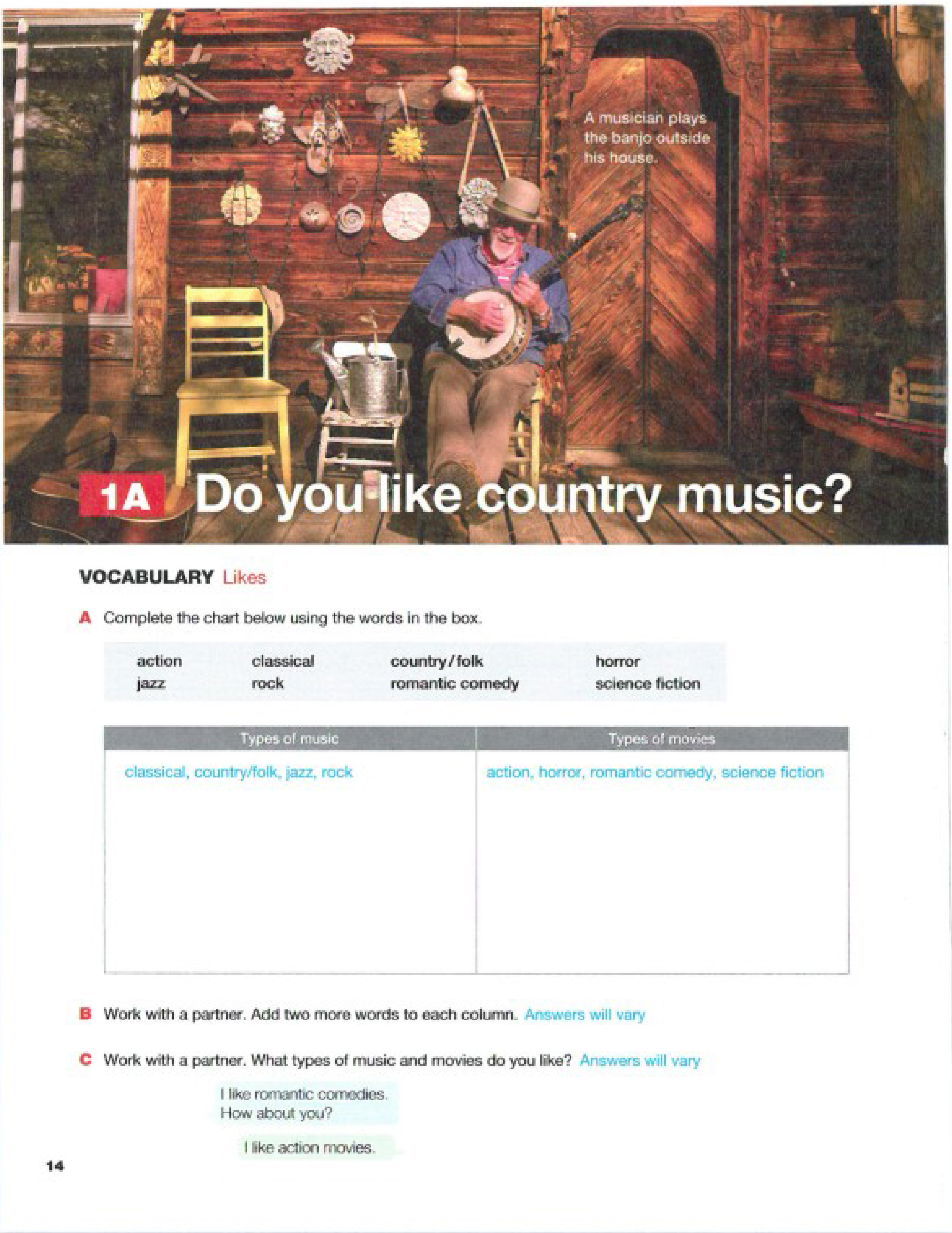
Types of movies: thriller, animation, drama, western, fantasy

C Have students work in pairs. Model the conversation with a volunteer.

Point out that when talking about movies, we usually use the plural (*I like thrillers*) except in the case of *animation* and *science fiction*. Explain that for music genres, the noun stays singular. (*I like pop / hip-hop / country*.)

CHALLENGE Tell students to give a reason to support their answers. For example, *I like westerns because I like cowboys*.

EXTENSION ACTIVITY Have students move around the room asking each other questions about movie and music interests until they find someone with similar interests. When students find a partner with the same interests, tell them to have a more detailed conversation.



A musician plays the banjo outside his house.

1A Do you like country music?

VOCABULARY Likes

A Complete the chart below using the words in the box.

action
jazz
classical
rock
country/folk
romantic comedy
horror
science fiction

Types of music	Types of movies
classical, country/folk, jazz, rock	action, horror, romantic comedy, science fiction

B Work with a partner. Add two more words to each column. Answers will vary

C Work with a partner. What types of music and movies do you like? Answers will vary

I like romantic comedies. How about you?

I like action movies.

14

LISTENING

Read **Previewing a Task** aloud as students read along. Explain that students should always quickly read over questions before listening to know what information to listen for.

A Tell students that they are going to listen to a musician talk about his passion for music. Give students time to preview the task.

▶ 1.2 Play the audio/video.

B Give students time to preview the task.

▶ 1.2 Play the audio/video. Then play it again to check answers to **A** and **B** as a class.

Language Note

Folk music is a term used to describe traditional or rustic music which varies depending on the country and culture.

The *mandolin* is a guitar-like instrument that is common in folk music.

1B

What's your favorite?

LESSON OVERVIEW

Aims: Understand an infographic about musical interests; use simple present tense; ask and answer questions about likes and interests.

Infographic Summary: Students can see how much people typically spend on each music genre for seven different age groups.

LANGUAGE FOCUS

A ▶ 1.4 Play the audio/video as students read along. Give them time to look over the infographic.

Ask students to raise their hands if the information in the infographic is accurate for their individual age groups and personal tastes.

B Have students preview the task.

▶ 1.5 Play the audio/video. Have students check answers in pairs. Ask student to share what their grandparents or older relatives' favorite types of music are.

C Have students read over the **Language Chart**. Tell them to pay attention to both answer options for each question.

▶ 1.6 Play the audio/video, stopping to have students repeat each question and answer.

Review the difference between *What do you like* and *What don't you like*. Note that students are often confused about how to respond to the latter. See **Grammar Note**. Direct students to page 155 for additional grammar information.

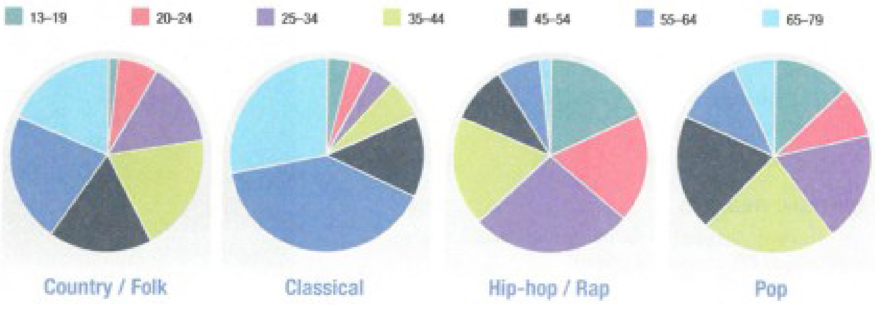
1B What's your favorite?

LANGUAGE FOCUS Discussing favorites

A ▶ 1.4 Read the information below. Which age group likes each type of music the most?
Country/Folk: 55–64, Classical: 55–64, Hip-hop/Rap: 25–34, Pop: 35–44

MUSIC POPULARITY FROM YOUNG TO OLD

The data shows the percentage spending on music by different age groups in the United Kingdom. For example, hip-hop/rap is most popular with people aged 25–34. Most people who like classical music are over 55.



B ▶ 1.5 Two people are talking about the information above. Watch and circle the correct words.

1 The man's grandmother (**likes**/[✓ **doesn't like**]) classical music. She ([✓ **likes**]/**doesn't like**) pop music.
2 The man ([✓ **likes**]/**doesn't like**) rap music. He ([✓ **loves**]/**hates**) pop music.

C ▶ 1.6 Watch and study the language in the chart.

Talking about likes and interests

What's your favorite movie?	My favorite movie is *Transformers*.			
Who are your favorite actors?	My favorite actors are Matt Damon and Will Smith.			
Do you like K-pop? Does he like R&B?	Yes, I do. / No, I don't. I like country music. Yes, he does. / No, he doesn't. He likes jazz.			
What kind of music do you like?	I	love really like	hip-hop.	
		like hip-hop	a lot.	
What kind of music don't you like?	I	don't like	pop	at all. very much.
		hate	pop.	

For more information on **simple present**, see Grammar Summary 1 on page 155.

Grammar Note

Note that all the language in the chart is in the present simple tense. Each question offers an option of how to ask about likes and interests. Remind students that *what* is used for things, and *who* is used for people. However, *what* can used with the noun *band*. (*What's your favorite band?*)

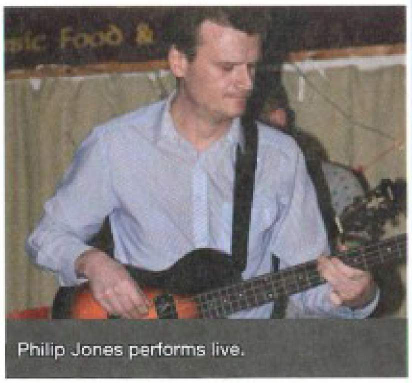
Make sure students understand that *What kind of music don't you like?* is asking for a negative opinion. The word *hate* is used when the negative feeling is strong. Additional negative responses that are not as strong are *I'm not into ...; I don't really like ...; I don't love ...*

LISTENING My passion for music

Previewing a task
Before you listen, look carefully at the task. Read all the words and ask yourself, "What am I listening for?" Think about possible words you may hear.

A ▶ 1.2 Philip Jones is a musician. Watch and check [✓] the musical instruments he owns.

☑ bass guitar
☑ mandolin
☐ banjo
☑ ukulele
☑ acoustic guitar
☑ electric guitar


Philip Jones performs live.

B ▶ 1.2 Watch again. Complete the sentences.

1 "I love listening to music, but I also like writing and recording my own songs."

2 "I'm a member of an Irish folk band."

C **CRITICAL THINKING**

Personalizing Do you like the music that Philip Jones's band plays? Discuss with a partner.
Answers will vary

SPEAKING Talking about favorites

A ▶ 1.3 Do the two people like the same kind of music? No they don't.

A: Oh, listen! This is my favorite piece of music!
B: Really? Who's the composer?
A: Bach. I love his music. like his music a lot / really like his music
B: Yeah? I don't know him very well.
A: Oh, I think his music is amazing. incredible / wonderful
B: Yeah? I don't like classical music so much. that much / very much
A: Really? So what kind of music do you like? sort of / type of
B: Anything really. My favorite singer is Bruno Mars.

B Practice the conversation with a partner. Practice again using the words on the right.

C Write one favorite for each category. Work in a group. Share your ideas. Answers will vary

1 singer: ____________
2 song: ____________
3 actor: ____________
4 movie: ____________

My favorite singer is Taylor Swift.

Really? What's your favorite song?

C **CRITICAL THINKING** If necessary, play the final 30 seconds of audio again so students can hear the clip of Philip Jones's band.

SUPPORT Write some useful phrases on the board to support the discussion:

I love rock. My favorite band is Thirty Seconds to Mars.
I don't like folk, but I like jazz.
My favorite singer is Billie Holiday.
I like K-pop. My favorite band is Girls' Generation.

SPEAKING

A Ask students to read along as they watch. Tell them to ignore the word choices on the right for the moment as they will use that in **B**.

▶ 1.3 Play the video. Have students check answers in pairs.

B Model the conversation aloud with a student. Then have students work in pairs. Make sure they alternate between A and B roles.

Have them practice again using the words on the right.

SUPPORT Play the video again, pausing so students can repeat.

C Have students work individually to write their answers before dividing them into groups of three or four. Point out that the singer and song in their answers should be related, as well as the actor and movie.

Model the conversation aloud with a student. Elicit other possible reactions. Write them on the board. Suggestions include:

Oh, me too! What's your favorite song?
I don't know her. What's your favorite song?
I've heard of her. What's your favorite song?

SUPPORT Remind students that they can use the conversation in **A**, as well as the language from the lesson, to support their discussions.

D Match each question to the best response.

1. What's your favorite movie?
2. Do you like action movies?
3. Who are your favorite singers?
4. What kind of music don't you like?
5. Does your teacher like country music?
6. What kind of movies do you like?

- No, she doesn't.
- I hate classical music.
- *The Martian.*
- I like science fiction movies.
- Yes, I do.
- Nicki Minaj and Rihanna.

E Work with a partner. Answer the questions in **D** with your own information. Answers will vary

F ▶ **1.7** Complete the information. Circle the correct words. Listen and check your answers.

Tyler Spencer lives in Oregon, in the United States. He has an unusual hobby. He ¹(**like** / [✓ **likes**]) to play the didgeridoo, a traditional instrument from Australia.

Tyler doesn't really ²([✓ **like**] / **likes**) to buy didgeridoos. He prefers to make his own. His favorite materials to work with ³(**is** / [✓ **are**]) bamboo, oak, and other hardwoods.

These days more and more people ⁴([✓ **like**] / **likes**) to play the didgeridoo. Oregon's InDidjInUs festival attracts visitors from around the world. Tyler likes the festival ⁵(**at all** / [✓ **very much**]) because he can meet people who share his passion.

Tyler Spencer playing the didgeridoo

SPEAKING I like hip-hop a lot.

A Write two things you like and one thing you don't like for each category. Answers will vary

Types of music	Singer or group	Types of movies

B Listen to your partner's three things. Guess which one your partner doesn't like.

I'll go first: K-pop, rock, and hip-hop.

I think you like K-pop and hip-hop. You don't like rock.

You're wrong. I don't like K-pop at all. I love rock.

D Have students work individually to complete the activity before checking answers in pairs.

Check answers again as a class. Elicit alternate answers for each question. Use this as an opportunity to review common mistakes. For example, we never answer the question *What kind of music don't you like?* with *Yes I do.*

E Give students time to work individually to think about their answers. Then have students work in pairs. Remind them to use the language chart to support their discussion.

F Allow students time to work alone and complete the activity.

▶ **1.7** Play the audio/video and check answers as a class.

Ask students if anyone has heard of the didgeridoo or seen a performance and to share their impressions with the class. For more about the didgeridoo, see **Content Note** below.

Content Note

The didgeridoo is an ancient instrument used by the Aboriginal people of Australia. Over the last few decades, the instrument has gained worldwide popularity with folk musicians, such as Tyler Spencer. The wind instrument makes a deep, rolling sound. It is made from wood and has a long, cylindrical shape as seen in the picture.

SPEAKING

Have students work in pairs. Make sure they are working with a different partner than in the **Speaking** activity for **Lesson A**.

A Ask students to look over the chart. Point out that they should write answers for three different types of music and three different types of movies, including one type that they don't like.

B Model the conversation with a student. Explain that for each category, students should read the three items from the table in a random order. Their partners must guess which one of the three they don't like.

EXTENSION ACTIVITY Have students take a survey of what kind of music their classmates spend money on. Then have students work in pairs to make an infographic (similar to the one on page 16) about the types of music the class prefers. Have each pair share their infographic with the class.

1C

Bluegrass for a new generation

LESSON OVERVIEW

Aims: Read and comprehend an article about Sleepy Man Banjo Boys' love for bluegrass; understand sequence and details.

Target Vocabulary: amazed, band, create, modern, traditional

Reading Summary: Three teenage brothers from New Jersey make up the bluegrass band Sleepy Man Banjo Boys. After watching a video of Earl Scruggs playing the banjo, the boys started playing American folk bluegrass music, but with a modern spin. After initially gaining popularity for the novelty of being a young band playing a traditional form of folk music, the brothers are now taking their music to the next level by helping bluegrass evolve into a modern form while introducing it to a whole new audience.

PRE-READING

A Have students work individually. Give them less than 30 seconds to find the answer. Check the answer as a class.

Ask students to raise their hands if they know what a banjo is. Have them share what they know with the class.

1C Bluegrass for a new generation

Sleepy Man Banjo Boys: Robbie, Tommy, and Jonny Mizzone

PRE-READING Skimming

A Skim the reading. How did the boys become interested in bluegrass?

[✓ **a** They saw a music video online.]

b Their music teacher loved bluegrass.

c They went to a bluegrass concert.

B Read the passage. Check your answer to **A**.

▶ 1.8

Not many teenagers would say that they really like folk music. But Sleepy Man Banjo Boys are different—their passion is bluegrass,[1] and they're bringing it to a new generation.[2]

The **band** is made up of three teenage brothers from New Jersey, United States—a place which is known more for its rock music. So how did they start playing bluegrass?

The boys were on YouTube one day and saw an old music video of Earl Scruggs—a famous bluegrass musician. "We were like, 'Wow, we've never heard anything like this,'" says Tommy. The boys listened to some more songs, started learning some **traditional** bluegrass music, and the band was born.

A short time later, they posted a YouTube video of themselves playing music at home. People were **amazed** to see such young boys playing bluegrass so well. Millions of people watched the video, and just two weeks later, the boys appeared on TV for the first time.

The brothers are now starting to **create** their own kind of bluegrass music, writing their own songs and adding lyrics.[3] "We're not singing about, you know, the old country road and the barn,"[4] explains Tommy. "I'm not saying that's bad, but we're singing about more **modern** things."

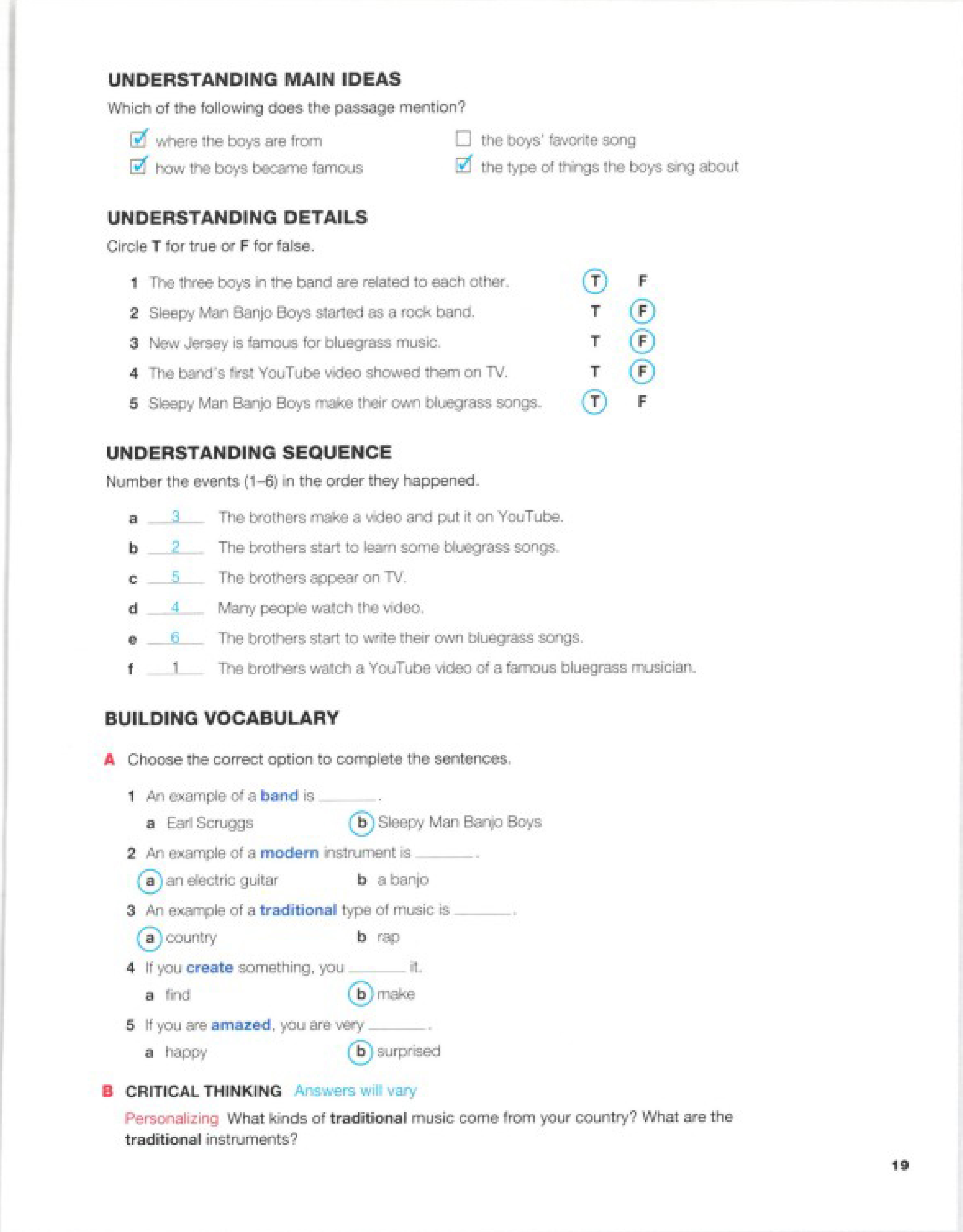
[1] **bluegrass:** *n.* a type of folk music that started in the United States
[2] **generation:** *n.* a group of people of a similar age
[3] **lyrics:** *n.* the words to a song
[4] **barn:** *n.* a building on a farm to keep animals in

B Point out the glossary at the bottom of the reading with the definition of *generation*. Tell students to refer to the glossary as they read or to look at the words and definitions before they read.

▶ 1.8 Play the audio/video as students read along. Explain any key terms that students might not be familiar with. See **Language Note**.

Language Note

A *teenager* (line 1) is a youth age 13 to 19. Note that *We were like* (line 12) means *We said*. When Tommy says that they are not singing about *the old country road and the barn*, he means that they sing about modern topics. He is emphasizing that although bluegrass is a traditional form of music, they are not singing about traditional themes.



UNDERSTANDING MAIN IDEAS

Which of the following does the passage mention?

☑ where the boys are from
☑ how the boys became famous
☐ the boys' favorite song
☑ the type of things the boys sing about

UNDERSTANDING DETAILS

Circle **T** for true or **F** for false.

1 The three boys in the band are related to each other. [✓ T] F
2 Sleepy Man Banjo Boys started as a rock band. T [✓ F]
3 New Jersey is famous for bluegrass music. T [✓ F]
4 The band's first YouTube video showed them on TV. T [✓ F]
5 Sleepy Man Banjo Boys make their own bluegrass songs. [✓ T] F

UNDERSTANDING SEQUENCE

Number the events (1–6) in the order they happened.

a 3 The brothers make a video and put it on YouTube.
b 2 The brothers start to learn some bluegrass songs.
c 5 The brothers appear on TV.
d 4 Many people watch the video.
e 6 The brothers start to write their own bluegrass songs.
f 1 The brothers watch a YouTube video of a famous bluegrass musician.

BUILDING VOCABULARY

A Choose the correct option to complete the sentences.

1 An example of a **band** is ______.
a Earl Scruggs [✓ b] Sleepy Man Banjo Boys
2 An example of a **modern** instrument is ______.
[✓ a] an electric guitar b a banjo
3 An example of a **traditional** type of music is ______.
[✓ a] country b rap
4 If you **create** something, you ______ it.
a find [✓ b] make
5 If you are **amazed**, you are very ______.
a happy [✓ b] surprised

B **CRITICAL THINKING** Answers will vary

Personalizing What kinds of **traditional** music come from your country? What are the **traditional** instruments?

UNDERSTANDING MAIN IDEAS

Point out that there may be more than one main idea. Have students work individually. Then check answers as a class, eliciting the lines where students found the information.

UNDERSTANDING DETAILS

Have them work individually to complete the activity.

Ask students to check their answers in pairs. If partners have different answers, tell them to go back to the reading together to find the correct answers.

CHALLENGE Tell students not to look back at the reading to find the answers.

UNDERSTANDING SEQUENCE

Explain that a sequence communicates an order of events. Point out that understanding sequence helps students understand the flow of a story from beginning to end.

Have students work individually to complete the activity. Check answers as a class.

SUPPORT Draw a time line on the board and explain that it is often used to show sequences in characters' lives.

EXTENSION ACTIVITY Ask students to imagine what happens next for the brothers. Have students work in pairs to write the time line for the Sleepy Man Banjo Boys up until the age of 30. Have each pair present to the class.

BUILDING VOCABULARY

A Have students work individually to choose the correct word to complete each sentence. Check answers as a class. Elicit new example sentences using each word. Write them on the board.

CHALLENGE Elicit how each sentence could be changed to become correct.

For example:
An example of a *musician / performer / folk artist* is Earl Scruggs.

B **CRITICAL THINKING** Read the questions aloud as students read along. If necessary, let students briefly do some online research to learn more about traditional instruments from their countries.

Have students discuss in groups of three. If possible, have students show pictures of the instruments. Write some useful phrases on the board:

This is called a (instrument name).
It's from (country name).
It sounds like …

EXTENSION ACTIVITY Have groups make a poster about a folk instrument. Ask students to include pictures and information, as well as the type of music it's typically used to play.

1D

Bluegrass from New Jersey

LESSON OVERVIEW

Aims: Watch and understand a performance and short talk; observe speakers introducing themselves.

Target Vocabulary: capital, joy, state, world

TED Talk Summary: Musicians and brothers Tommy, Jonny, and Robbie demonstrate their exceptional musical skills as they play bluegrass for the TED audience. What's surprising about the talent and passion of these three boys is that they're playing a form of folk music not usually popular with young people. Coming from New Jersey, these boys did not grow up listening to bluegrass, yet they still connected to the music and are now giving it a new life for a new generation.

PREVIEWING

Read the paragraph aloud as students read along. Remind them that they saw the preview video of the Sleepy Man Banjo Boys in the **Warm Up**. Check answers as a class. Note that students are asked to talk about the quote "the bluegrass capital of the world" in **Critical Thinking**, so don't draw their attention to it until later.

VIEWING

A ▶ 1.9 Play Part 1 of the TED Talk. Have students read the names and instruments. Then play the check-your-answers part of the video.

Elicit which brother makes the band's introduction. (Robbie) Point out that when introducing his brothers, Robbie first says what instrument each plays. For example, "On banjo is 10-year-old Jonny."

B Ask students to introduce the brothers to a partner. Read aloud the model introduction.

1D

Bluegrass from New Jersey

TEDTALKS

SLEEPY MAN BANJO BOYS are from the U.S. **state** of New Jersey—what they jokingly call "the bluegrass **capital** of the **world**." These young brothers were inspired to teach themselves a new kind of music and share it with the world. Their idea worth spreading is that making music brings equal **joy** to the musicians and the listeners.

PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 planet Earth: world

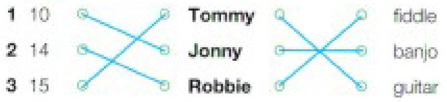
2 happiness: joy

3 main place for an activity: capital

4 a region of a country: state

VIEWING

A ▶ 1.9 Watch the TED Talk. Match each name to the correct age and instrument.



B Look at the picture on page 21. Tell your partner about each person.
Answers will vary

This is Tommy. He's 15, and he plays guitar.

C ▶ 1.9 Watch the TED Talk again. How did the band get its name?

a When Jonny started to play the banjo, he was very little and often fell asleep.

b When the boys first started playing bluegrass, the music made them feel sleepy.

[✓ **c**] When Jonny first started to play the banjo, it looked like he was sleeping.

D CRITICAL THINKING

Inference Why does the audience laugh after Tommy says, "We're three brothers from New Jersey—you know, the bluegrass capital of the world"?

a It's unusual for brothers to play bluegrass.

[✓ **b**] New Jersey is not at all famous for bluegrass.

c Bluegrass is popular in the United States but not the rest of the world.

Model the example. Point out that in introductions, we usually give a name first, then essential information (such as age), then something interesting.

SUPPORT Write a sample introduction on the board:

This is Tommy. He is 10 years old. He plays the banjo.

C Have students preview the task.

▶ 1.9 Play the TED Talk again. Then play the check-your-answers part of the video.

D CRITICAL THINKING Read the question aloud. Check answers as a class.

Students should understand that the phrase is used as a joke. Explain that New Jersey is *not* the bluegrass capital at all, which is why it is funny that New Jersey is described in this way. See **Language Note**.

VOCABULARY IN CONTEXT

▶ 1.10 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.c 2.a 3.b 4.a

PRESENTATION SKILLS Introducing yourself

When you present, it's sometimes a good idea to introduce yourself. You can give your name and some additional information about your interest in the topic. You can introduce yourself informally or formally.

Informally	***Formally***
I'm …	*I'd like to introduce myself. My name is …*

A ▶ 1.11 Watch Robbie introduce the band. Complete the sentence.

"I'm just going to take a second to introduce the band."

B ▶ 1.11 Watch again. After he gives his name, what other information does he include?
his age and the instrument he plays

C Work in a group. Introduce yourself. Include your name and other information.
Answers will vary

“We're three brothers from New Jersey—you know, the bluegrass capital of the world.”

Language Note

A *capital* is usually a city where government buildings are. When a place is referred to as the (*noun*) *capital of the world*, it usually means that place is well-known for that thing.

VOCABULARY IN CONTEXT

▶ 1.10 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the information aloud as students read along.

▶ 1.11 Play the video and check answers as a class.

B Ask students to check the language he uses.

▶ 1.11 Play the video. Elicit the language that Robbie uses to introduce himself only. Write it on the board. (*And I'm Robbie, and I'm 14, and I play the fiddle.*)

C Divide students into small groups to practice giving both informal and formal introductions.

Remind them to give essential information first, then extra information in the same style as Robbie. Walk around and give suggestions when necessary.

If time permits, give students some situations and have them tell whether a formal or informal introduction is better. See **Content Note** below.

Content Note

Robbie introduces all three band members. Explain that in a group presentation, this might also be the case as one person does most of the talking.

Some examples of formal and informal introductions include:

Formal: job interview, meeting new work colleagues, making a presentation, etc.

Informal: meeting a friend for the first time, meeting someone while shopping, etc.

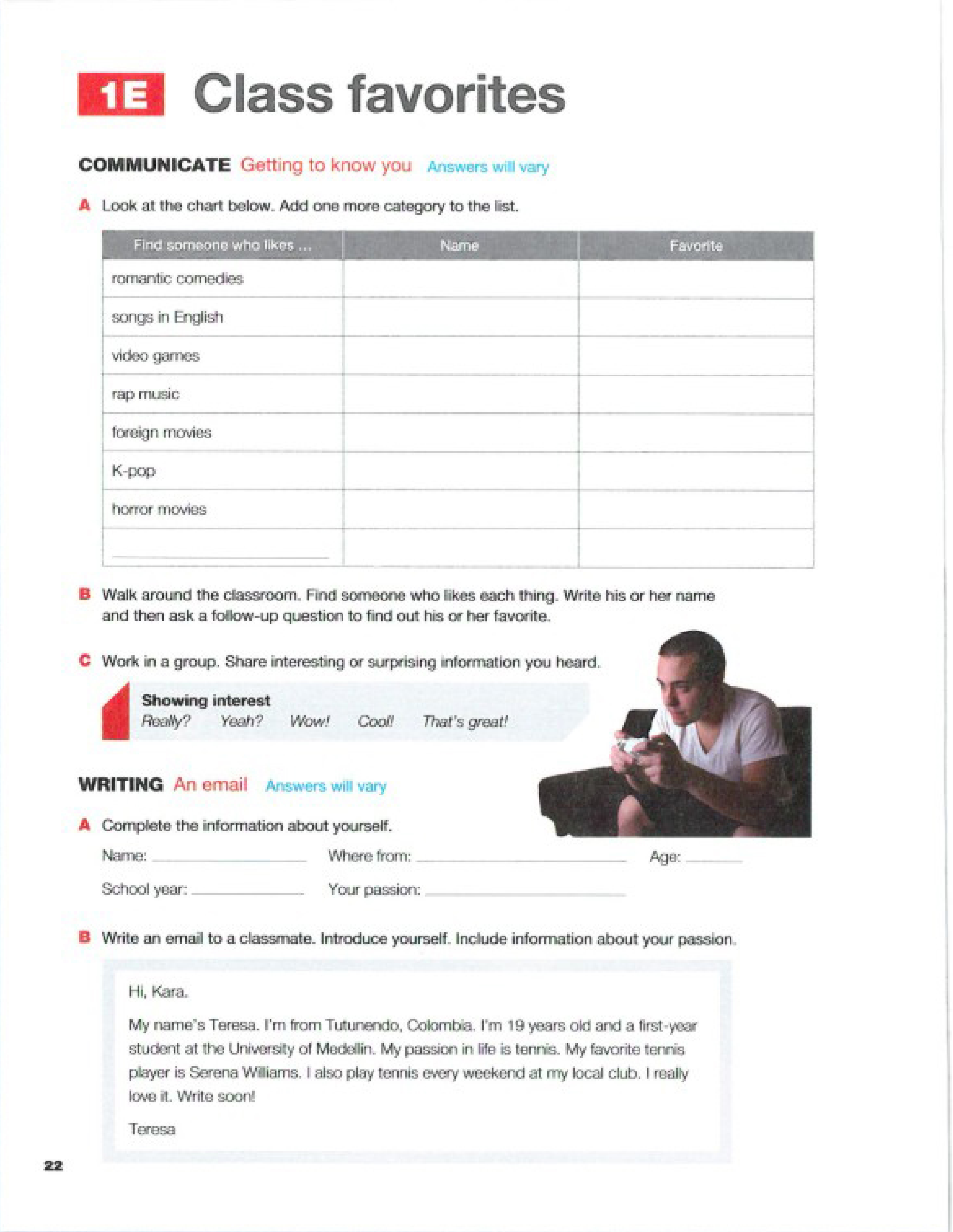
EXTENSION ACTIVITY Have each group member practice introducing their group to the class.

1E

Class favorites

LESSON OVERVIEW

Aims: Take and give a survey; practice showing interest; write an email.



1E Class favorites

COMMUNICATE Getting to know you Answers will vary

A Look at the chart below. Add one more category to the list.

Find someone who likes ...	Name	Favorite
romantic comedies		
songs in English		
video games		
rap music		
foreign movies		
K-pop		
horror movies		
______________		

B Walk around the classroom. Find someone who likes each thing. Write his or her name and then ask a follow-up question to find out his or her favorite.

C Work in a group. Share interesting or surprising information you heard.

Showing interest
Really? Yeah? Wow! Cool! That's great!

WRITING An email Answers will vary

A Complete the information about yourself.

Name: ______________ Where from: ______________ Age: ______

School year: ______________ Your passion: ______________

B Write an email to a classmate. Introduce yourself. Include information about your passion.

> Hi, Kara.
>
> My name's Teresa. I'm from Tutunendo, Colombia. I'm 19 years old and a first-year student at the University of Medellin. My passion in life is tennis. My favorite tennis player is Serena Williams. I also play tennis every weekend at my local club. I really love it. Write soon!
>
> Teresa

COMMUNICATE

A Read the list in the chart aloud. Point out that there are all types of interests. Give students time to add one category. Suggestions include *books, pop singers, animation, electronica, comic books*, etc.

CHALLENGE Have students add two or three original topics.

B Tell students to find a different person for each topic on the chart. Tell them to ask at least one follow-up question, but encourage them to ask more to learn more about their classmates.

SUPPORT Write the model conversation on the board for students to practice with a partner.

A: Do you like music?
B: Yes.
A: Who is your favorite female singer?
B: I love Beyoncé.

C Divide the class into small groups. Read the phrases for **Showing Interest** aloud and have students repeat. Ask each group member to react to what they hear. Elicit some additional reactions. Suggestions include: *No way! That's amazing. How cool. Me too! Wow, I had no idea.*

Have each group share one thing that they agreed was surprising.

WRITING

Tell students that they are going to write an email to a classmate to introduce themselves.

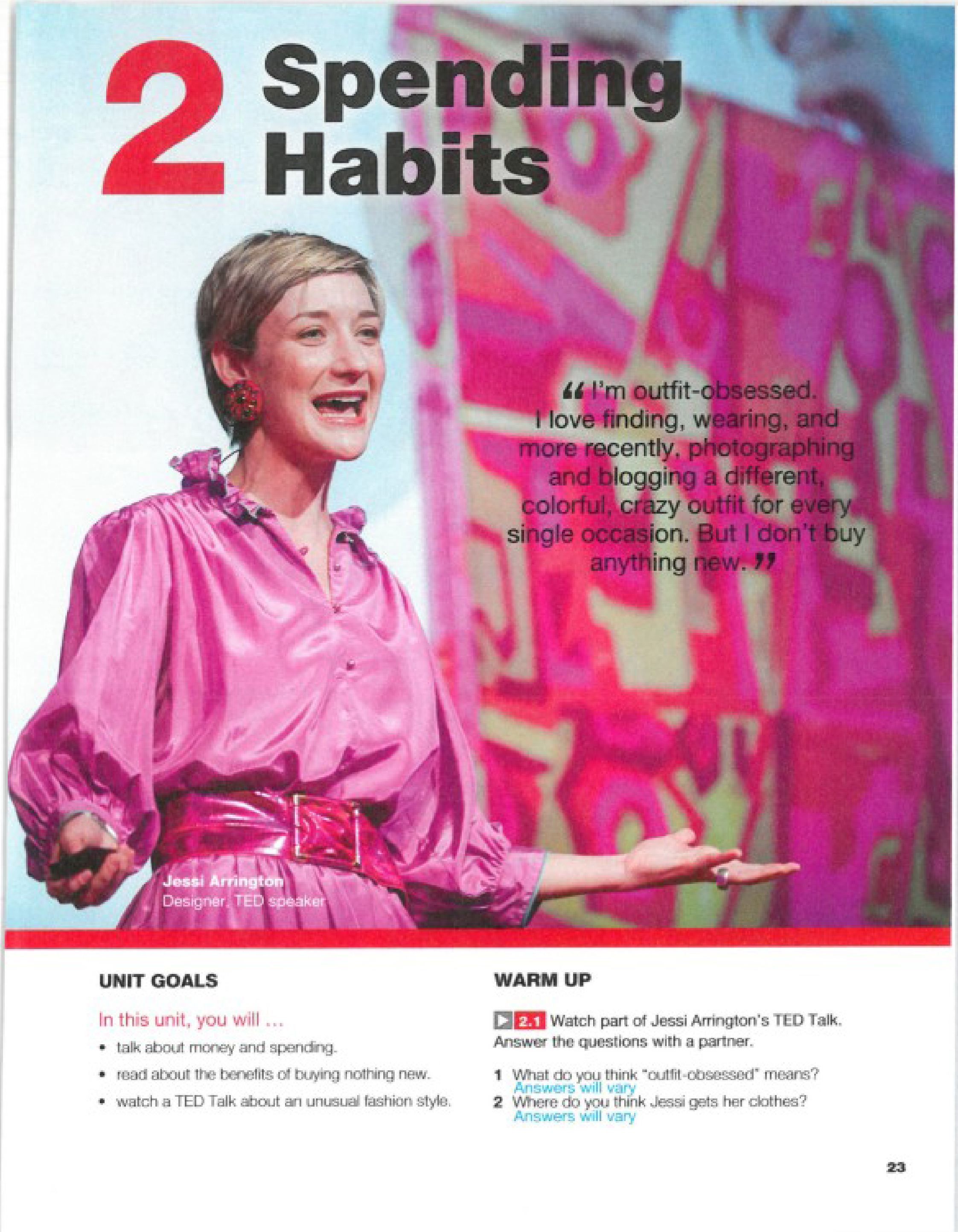
A Read each of the topics aloud. Explain that they should write personal information for each topic.

B Read the email aloud as students read along. Tell students that they should use topics from **A** in their email. Point out that their email can be organized differently from the one in the textbook. See **Language Note** for organization.

If possible, have students actually send emails to each other. Encourage students to write replies.

Language Note

Note that the email is a self-introduction organized by giving basic information: name, age, and location. The writer then starts talking about personal interests. The writer should discuss what is interesting or unique about him or her. Encourage students to add information and details about their interests.



2 Spending Habits

> “I'm outfit-obsessed. I love finding, wearing, and more recently, photographing and blogging a different, colorful, crazy outfit for every single occasion. But I don't buy anything new.”

Jessi Arrington
Designer, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about money and spending.
- read about the benefits of buying nothing new.
- watch a TED Talk about an unusual fashion style.

WARM UP

▶ 2.1 Watch part of Jessi Arrington's TED Talk. Answer the questions with a partner.

1 What do you think "outfit-obsessed" means?
Answers will vary
2 Where do you think Jessi gets her clothes?
Answers will vary

2

Spending Habits

WARM UP

Have students look over the picture, caption, and quote on the page.

▶ 2.1 Play the preview clip of the TED Talk.

Read the quote aloud. Elicit or review the meaning of unknown words.

For question 1, note that students won't find *outfit-obsessed* in the dictionary. Explain the word by breaking it down.

Language Note

A public confession is made to announce a wrongdoing to a large audience. Arrington's public confession is instead light and humorous: she tells everyone that she is crazy about shopping.

To be *outfit-obsessed* means that she is always thinking about clothes and looking for new clothes.

For question 2, ask students to give reasons for their guesses. Make sure they understand that Arrington does not buy anything new. Possibilities include: charity shops, hand-me-downs, garage sales, vintage boutiques, etc. Elicit ideas from pairs.

To check answers, elicit a class discussion. If time permits, ask students to comment on whether they are outfit-obsessed or not.

EXTENSION ACTIVITY Have students plan their outfits for the next three days. Point out that it's okay to reuse items of clothing, but they should not repeat outfits. Have students share their plans with a partner.

UNIT GOALS

The unit focuses on money and spending and the challenge of becoming more environmentally friendly in your shopping choices. Students will learn about spending habits and discuss ways to be more environmentally friendly. They will use the present simple tense and adverbs of frequency to discuss their habits and routines. Students will evaluate their own habits and encourage each other to make positive changes to become "green" shoppers.

TED Speaker

Jessi Arrington is a designer and the cofounder of WORKSHOP in New York. She is known for blogging about her unique sense of colorful fashion.

TED Talk Summary

Jessi Arrington shares how secondhand shopping lets her pay almost nothing for her wardrobe and stay true to her creative sense of personal style.

Idea Worth Spreading

Secondhand shopping reduces environmental impact, saves money, and still allows for creativity and self-expression.

2A

What do you like to buy?

LESSON OVERVIEW

Aims: Learn nouns for things we spend money on; listen to people talk about what they buy; practice talking about shopping.

Target Vocabulary: bus pass, camera, coffee, concert, haircut, shirt

VOCABULARY

A Remind students that a *word web* helps show the relationship between words and ideas. Explain that it is a useful way to organize vocabulary. Make sure students understand that the main topic is in the middle and that each branch is a subtopic related to it.

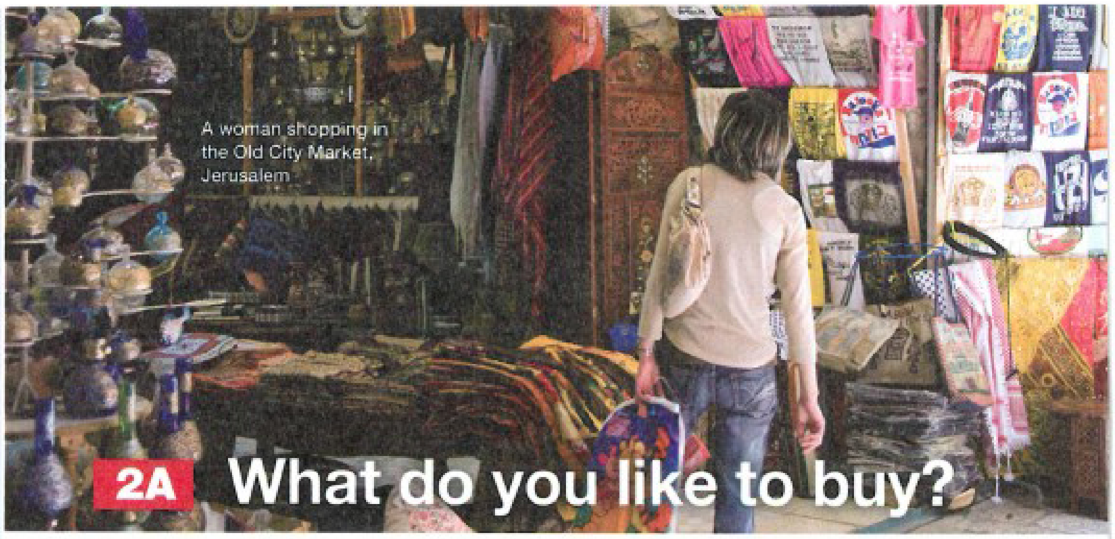
Elicit a sample sentence for each word. Make sure students understand that a *bus pass* refers to a commuter card that is used instead of a single ticket.

CHALLENGE Elicit additional words for each category in the word web.

B Read the instruction line aloud. Elicit or explain the meaning of *secondhand*. Ask students to raise their hands if they've ever bought or received anything secondhand.

Have students work in pairs. Tell them to talk about each item in the mind map and decide whether one can buy it secondhand.

Check answers as a class. Note that generally nonperishable items can be bought secondhand.



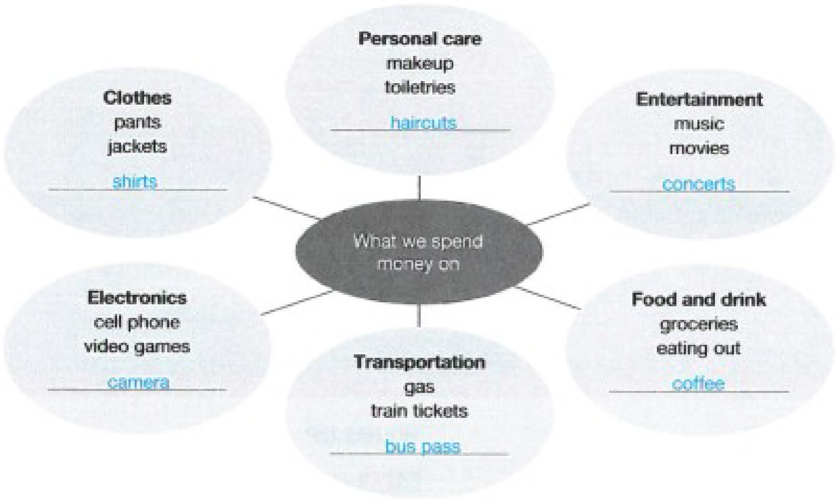
A woman shopping in the Old City Market, Jerusalem

2A What do you like to buy?

VOCABULARY Spending money

A Complete the word web below using the words in the box.

bus pass camera coffee concerts haircuts shirts


What we spend money on
Personal care
makeup
toiletries
haircuts
Clothes
pants
jackets
shirts
Entertainment
music
movies
concerts
Electronics
cell phone
video games
camera
Transportation
gas
train tickets
bus pass
Food and drink
groceries
eating out
coffee

B Work with a partner. Which of the things in the word web can you buy secondhand? Answers will vary

You can buy video games secondhand.

Right. And you can buy cameras secondhand, too.

Language Note

Secondhand shopping refers to buying used items. The adjective *secondhand* describes something used by someone else: *I got some secondhand shirts from my sister*. Synonyms include *hand-me-down, cast-off, used*.

Note that *spending habits* might be a helpful term to introduce to students at the beginning of the lesson.

The verb phrase *eat out* refers to going out to a restaurant.

LISTENING

A Read **Listening for negation** aloud as students read along. Explain that when comparing interests, speakers often simply use *don't* to offer a negation. For example, *My sister likes ice cream, but I don't.*

Have students preview the task. Explain that they will hear some negations, too.

▶ **2.2** Play the audio/video. Point out that students can check more than one thing.

LISTENING How I spend my money

Listening for negation
When listening, it's important to be able to identify negation. Speakers often use contractions such as:
don't/doesn't *isn't/aren't* *can't*

Stella Hekker

A ▶ 2.2 Stella Hekker is a student. Watch and check [✓] the things that she spends a lot of money on.

☐ car
☑ eating out
☐ makeup
☑ concerts
☐ clothes
☐ cell phone

B ▶ 2.2 Watch again. What does Stella say her friends spend a lot of money on? Why is Stella different? Discuss with a partner. cell phones. Stella is different because she doesn't use her phone much—she prefers to talk to people face-to-face

C **CRITICAL THINKING**

Comparing How are you and Stella similar? How are you different? Discuss with a partner. Answers will vary

SPEAKING Talking about shops

A ▶ 2.3 Where do the two people decide to go shopping? a secondhand clothes store at City Mall

A: Do you want to go shopping after class?
B: Sure. Where do you want to go? — OK / Yeah
A: Well, I usually go to Market Street. They have some great designer shops there. — often / sometimes
B: Oh. Do you ever go to City Mall?
A: No, never. Why? — Hardly ever / Rarely
B: There's a great secondhand clothes store there. I go every week. — once a week / twice a month
A: OK, good idea! To be honest, I need to start saving more money.

B Practice the conversation with a partner. Practice again using the words on the right.

C Write the names of three places where you shop. Answers will vary

1 ____________ 2 ____________ 3 ____________

Work with a partner. Ask each other about where you shop.

Where do you like to shop?

I sometimes shop at the mall.

Yeah? Why do you like it?

B ▶ 2.2 Play the audio/video again.

Check answers as a class. Elicit the sentence from the audio that shows how Stella is different from her friends: *Some of my friends spend quite a lot on their cell phones—but I don't.*

C **CRITICAL THINKING** Ask students to talk about their similarities to and differences from Stella. Tell them to practice using negation. Write phrases on the board to support the discussion:

Stella and I both like buying …
I don't spend my money on …
Stella likes (going to concerts). I don't.

EXTENSION ACTIVITY Divide the class into two teams: *Like Stella* and *Not Like Stella*. Ask students to choose one team. Then ask each student to give one reason why he or she is or isn't like Stella.

SPEAKING

A Ask students to read along as they watch.

▶ 2.3 Play the video. Have students check answers as a class.

B. Model the conversation aloud with a student. Have students work in pairs to practice the conversation. Make sure they alternate between A and B and practice again using the words on the right.

C Have students work individually to write the names of places they like to shop. Elicit a list of adverbs of frequency (covered in the Language Focus chart on page 26). Write them on the board in order from most to least: *always, often, usually, sometimes, occasionally, hardly ever, rarely*.

Model the conversation in the textbook with a volunteer. Give students three minutes to discuss.

SUPPORT Elicit or introduce opening questions for the conversation. Write them on the board:

Where do you usually shop?
Where do you like to go shopping?
What's your favorite place to shop?
Do you ever go to … ?

2B

Do you ever shop online?

LESSON OVERVIEW

Aims: Understand an infographic about spending habits; talk about habits and routines; use *Do you ever … ?*

Infographic Summary: A survey of American students shows that most of their money is spent on clothes.

LANGUAGE FOCUS

A ▶ **2.4** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Ask them whether the information is surprising. Have them share what they spend the majority of their money on.

CHALLENGE Ask students to predict the top categories U.S. students spend money on. Then have them open their books to check.

B Have students read the sentences.

▶ **2.5** Play the audio/video. Have students check answers in pairs.

Elicit the language that each speaker uses to react to what the other is saying: *Really? Yeah. Hmm. Wow!* Note that the conversation also provides examples of frequency expressions: *every weekend, hardly ever, every week.*

C Have students read over the language chart. Ask them to pay attention to each answer option for the questions.

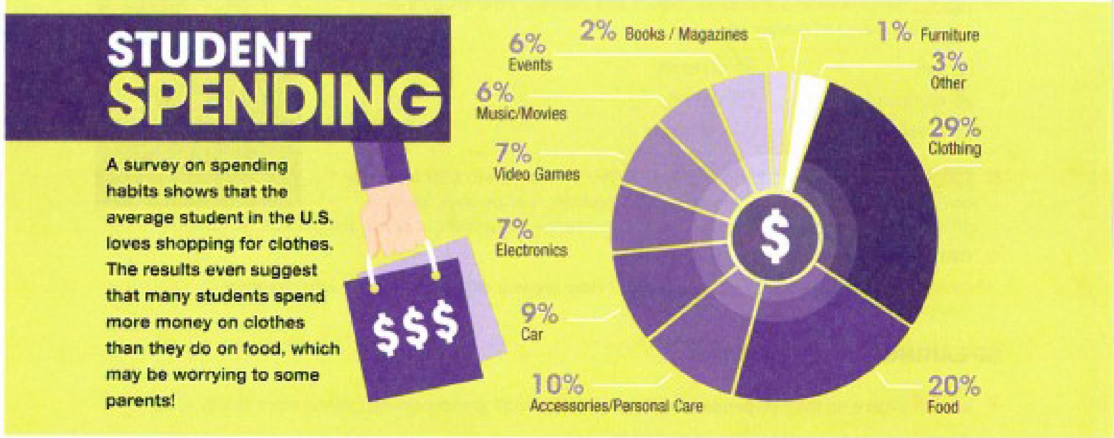
▶ **2.6** Play the audio/video, and have students read aloud. Direct them to page 155 for more information.

CHALLENGE Elicit or explain how to talk about past habits: *I used to shop online. I used to buy CDs every week.*

2B Do you ever shop online?

LANGUAGE FOCUS Discussing spending habits

A ▶ **2.4** Read the information. What do students in the United States spend most of their money on?
clothing



STUDENT SPENDING

A survey on spending habits shows that the average student in the U.S. loves shopping for clothes. The results even suggest that many students spend more money on clothes than they do on food, which may be worrying to some parents!

B ▶ **2.5** Two people are talking about spending habits. Watch and circle **T** for true or **F** for false.

1 The boy's spending habits are similar to those shown in the chart. [✓ T] F

2 The girl's spending habits are similar to those shown in the chart. T [✓ F]

C ▶ **2.6** Watch and study the language in the chart.

Talking about habits and routines

Do you ever shop online?	Yes, I	always usually often sometimes	shop online.
Do you ever buy furniture?	No, I	hardly ever / rarely never	buy furniture.
How often do you go shopping?	I go shopping	every day. once / twice / three times a week.	
	I never go shopping.		

For more information on **adverbs of frequency** and **time expressions**, see Grammar Summary 2 on page 155.

Grammar Note

Note that the language in the chart is for discussing habits and routines.
The answers for the first question in the language chart, *Do you ever shop online?* all contain the same sentence structure: subject + adverb of frequency + verb + complement.

Point out that the second question contains an example of a negative reply. In this case, the sentence structure is the same, but the adverb of frequency is negative.

Note that for negative sentences, the following sentence structure is also possible: subject + negation + adverb of frequency + verb + complement. For example, *I don't usually shop online.*

D Have students work individually to complete the activity before checking answers in pairs.

E Make sure students understand that the first two questions require yes-or-no answers, while the second two questions are asking about frequency. Encourage students to give information about frequency for the first two

D Unscramble the words to make questions.

1 ever / you / buy / do / magazines ? Do you ever buy magazines?
2 you / do / ever / online / shop ? Do you ever shop online?
3 how / spend / you / do / often / money / on clothes ? How often do you spend money on clothes?
4 often / how / you / buy / do / new / shoes ? How often do you buy new shoes?

E Work with a partner. Ask and answer the questions in **D**. Answers will vary

F ▶ **2.7** Complete the information. Circle the correct words. Listen and check your answers.

When shopping for new clothes, we ¹(**ever** / [✓ **usually**]) think very carefully about the style, the color, and the price. But how ²([✓ **often**] / **usually**) do you consider the environment?

ECOALF is a clothing company that is trying to help the environment. They make new clothes using recycled materials. They recycle things like old tires, plastic bottles, and ³(**hardly ever** / [✓ **sometimes**]) fishing nets. They even use coffee grounds that they collect from different coffee shops ⁴(**once** / [✓ **every**]) day.

OVER
40
MILLION
PLASTIC
BOTTLES
RECYCLED
SO FAR
because
there
is no
planet B

ECOALF jackets made from recycled bottles

But ECOALF believes that style is important, too, so the clothes they make ⁵([✓ **never**] / **always**) look recycled. In this way, ECOALF hopes people realize that they can help the environment and look good at the same time.

SPEAKING Take a guess Answers will vary

A Work with a partner. How often do you think he or she buys these things? Write time phrases (e.g., *every day, twice a week, never*) in the *My guesses* column.

How often do you buy ...?	My guesses	Partner's answers
shoes		
video games		
books		
coffee		
makeup		
music		
furniture		

B Interview your partner and write the answers. How many guesses are correct?

How often do you buy shoes?

Let's see. ... I buy shoes about once a month.

answers as well. For example, *Yes, I do buy magazines about once a month.*

Tell students to refer back to the **Language Chart** for support.

F Have students read the information and circle their answers before playing the audio.

▶ **2.7** Play the audio/video to check answers.

Point out that for item 2, although *often* and *usually* are synonyms, only the word *often* is used to form a question with *How*.

CHALLENGE Ask students how ECOALF is trying to make shopping more environmentally-friendly. Students should understand that ECOALF is reusing old items to create stylish fashion.

EXTENSION ACTIVITY Give students a few minutes to write four new shopping questions to ask a partner. Then have students interview each other about their shopping habits. Have them use *Do you ever ... ?* questions. Suggestions include the following:

Do you ever buy ... ?
Do you ever spend money on ... ?

SPEAKING

A Divide students into pairs. Tell them to make guesses about their partner's spending habits. Give them a few minutes to think about and write their guesses.

B Point out that the focus of this exercise is frequency, or being able to express how many times your partner buys something. Tell students to be specific in their answers. For example, remind students to use the structure I + *buy* + object + frequency.

Write the sample conversation from page 27 on the board. Give additional answer options:

How often do you buy shoes?
I buy shoes about once a month / twice a year / every week / every couple of months.

2C

Buy nothing new

LESSON OVERVIEW

Aims: Read and comprehend an article about secondhand shopping; understand main ideas and examples.

Target Vocabulary: donate, environment, products, swapping, wallet

Reading Summary: *Buy Nothing New Month* encourages people to not be wasteful in their shopping habits for 30 days. People are challenged to only buy new things that are necessary and get everything else at secondhand stores or by trading with others. The event also encourages participants to turn their old things into something useful, which is called *upcycling*.

PRE-READING

Give students time to read the paragraph and share their thoughts with a partner.

Language Note

A *flea market* refers to a large market, often outdoors, where people sell used goods.

A *thrift shop* sells cheap secondhand items. It often donates its profits to charities.

Upcycling refers to repurposing and reusing items.

▶ **2.8** Play the audio/video as students read along.

Shoppers at Hell's Kitchen flea market, New York

2C Buy nothing new

PRE-READING Previewing Answers will vary

Read the first paragraph of the passage. Do you think the challenge is easy or difficult? Discuss with a partner.

▶ **2.8**

1 Could you live for one month without buying anything new? Buy Nothing New Month started in Australia in 2010. It challenges people once a year to buy nothing new—except food, **products** used for hygiene,[1] and medicine—for 30 days.

The aim is to encourage people to be less wasteful and to make us think about the impact[2] our shopping habits have on the **environment**. But the challenge is not simply about going without.[3] People can find other, creative ways to get the things they want. Here are a few examples of how to buy nothing new.

Shopping secondhand

Many people shop for secondhand products at places like thrift stores and flea markets. You can usually find a wide variety of items at phenomenal[4] prices, and your money often goes to a good cause.[5] And while you're there, why not **donate** something you no longer use so someone else can buy it?

Swapping

With the Internet, **swapping** is easier than ever before. There are many websites, such as swap.com, where you can post a photo of something you don't need. Then, other users can offer something as a swap.

Upcycling

Upcycling involves turning something you no longer need into something much more useful. For example, you can turn an empty drink bottle into a beautiful vase, or an old door into an interesting table.

So why not try the challenge for yourself? You can be a friend to the environment and also to your **wallet**.

---

[1] **hygiene:** *n.* the practice of keeping yourself clean

[2] **impact:** *n.* effect

[3] **go without:** *phrasal verb* to not use or do something

[4] **phenomenal:** *adj.* unusually great

[5] **a good cause:** *phrase* something that helps other people, e.g., a charity

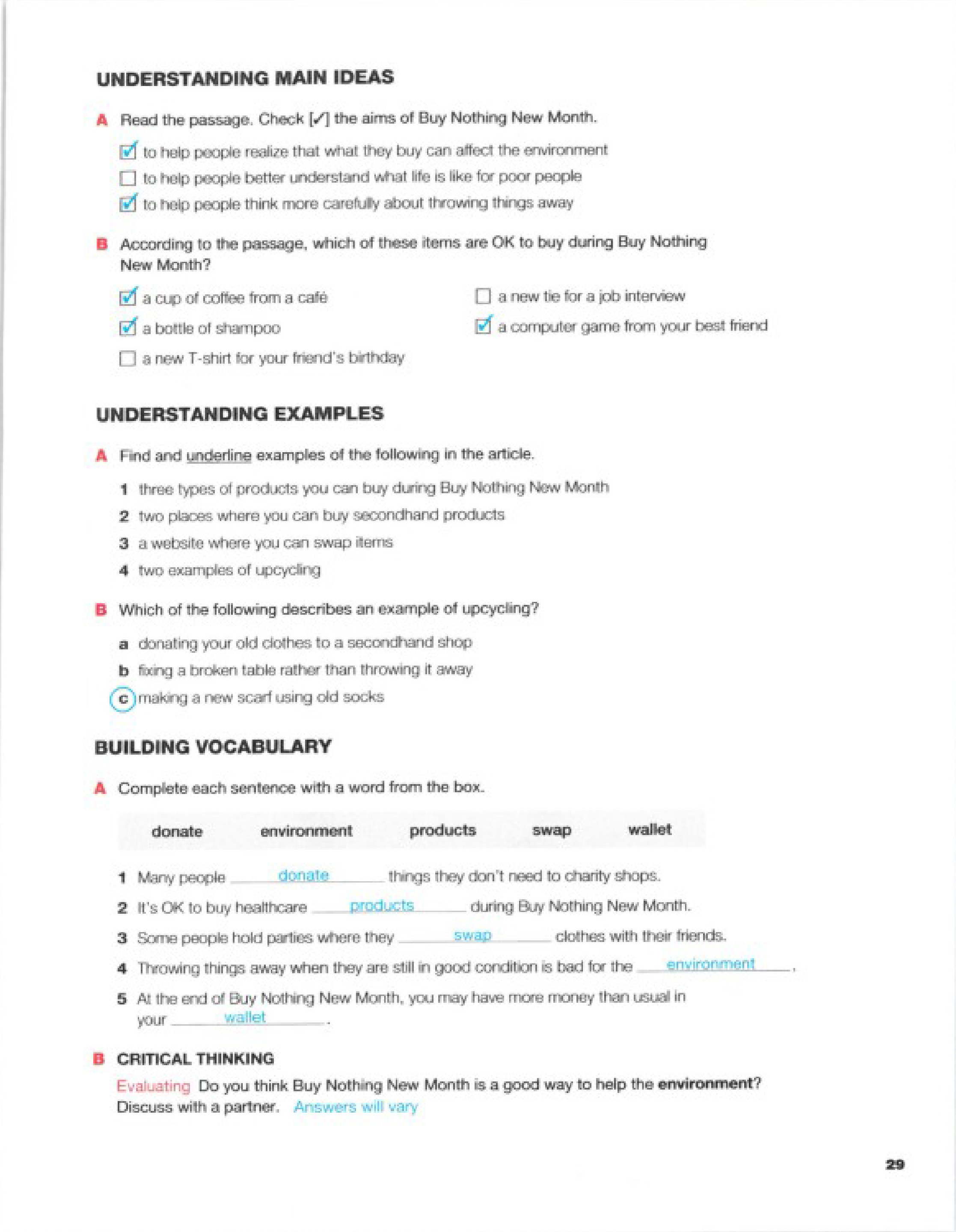
Content Note

Buy Nothing New Month started in Melbourne, Australia, and has spread to other parts of the world, including the Netherlands and the United States. It is usually held during the month of October. Organizers believe it's a fun way to impact people's thinking and habits about spending and waste.

UNDERSTANDING MAIN IDEAS

A Explain that the main idea of a passage is the author's central message. Have students work individually to read the answer choices. Check answers as a class. Elicit the line numbers where students found the information. (lines 7–9)

B Have students work individually. Check answers as a class, eliciting reasons why each item could be bought or not. Make sure students understand that they can only buy essentials or



UNDERSTANDING MAIN IDEAS

A Read the passage. Check [✓] the aims of Buy Nothing New Month.

☑ to help people realize that what they buy can affect the environment
☐ to help people better understand what life is like for poor people
☑ to help people think more carefully about throwing things away

B According to the passage, which of these items are OK to buy during Buy Nothing New Month?

☑ a cup of coffee from a café
☑ a bottle of shampoo
☐ a new T-shirt for your friend's birthday
☐ a new tie for a job interview
☑ a computer game from your best friend

UNDERSTANDING EXAMPLES

A Find and underline examples of the following in the article.

1 three types of products you can buy during Buy Nothing New Month
2 two places where you can buy secondhand products
3 a website where you can swap items
4 two examples of upcycling

B Which of the following describes an example of upcycling?

a donating your old clothes to a secondhand shop
b fixing a broken table rather than throwing it away
[✓ c] making a new scarf using old socks

BUILDING VOCABULARY

A Complete each sentence with a word from the box.

donate	environment	products	swap	wallet

1 Many people donate things they don't need to charity shops.
2 It's OK to buy healthcare products during Buy Nothing New Month.
3 Some people hold parties where they swap clothes with their friends.
4 Throwing things away when they are still in good condition is bad for the environment.
5 At the end of Buy Nothing New Month, you may have more money than usual in your wallet.

B CRITICAL THINKING

Evaluating Do you think Buy Nothing New Month is a good way to help the **environment**? Discuss with a partner. Answers will vary

29

secondhand products, which is why only coffee, shampoo, and a computer game should be checked.

Elicit a list of other essential items that could be bought. Note the list should include food items, personal care items used for cleaning and hygiene, and medicine.

UNDERSTANDING EXAMPLES

A Explain that in writing, examples support the main idea. Tell students to go back to the passage to find the examples for each item in the activity. Note that each item specifies the number of things to underline.

Have students check answers in pairs. Ask them to think of some additional places for item 2 that are local and may be useful to classmates.

B Have students work in pairs. Check answers as a class. Elicit other examples of upcycling.

EXTENSION ACTIVITY Ask students to work individually to make a plan to upcycle one thing they own that is no longer being used. Ask students to draw a picture to show what kind of transformation is possible for the item. Have students post their pictures around the class.

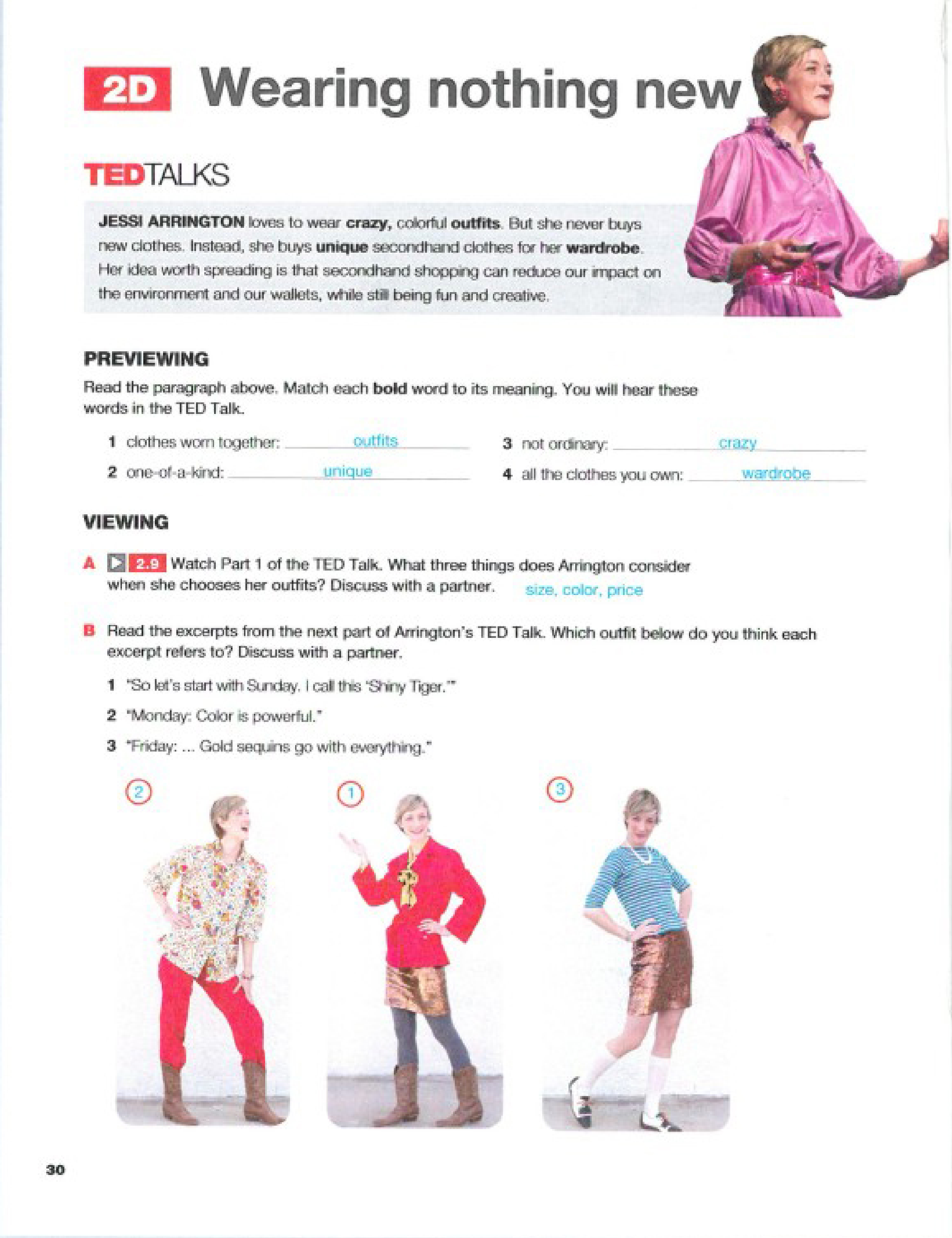
BUILDING VOCABULARY

A Have students work individually to complete the sentences. Check answers as a class. Elicit new example sentences using each word.

Language Note

To *swap* something means to give something to get something of similar value.

B CRITICAL THINKING Read the question aloud as students read along. Encourage them to use the vocabulary from the lesson when sharing their opinions. Note that Buy Nothing New Month aims to help the environment by changing people's spending habits and influencing the way people think about waste and upcycling.



2D Wearing nothing new

TEDTALKS

JESSI ARRINGTON loves to wear **crazy,** colorful **outfits**. But she never buys new clothes. Instead, she buys **unique** secondhand clothes for her **wardrobe**. Her idea worth spreading is that secondhand shopping can reduce our impact on the environment and our wallets, while still being fun and creative.

PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 clothes worn together: outfits

2 one-of-a-kind: unique

3 not ordinary: crazy

4 all the clothes you own: wardrobe

VIEWING

A ▶ 2.9 Watch Part 1 of the TED Talk. What three things does Arrington consider when she chooses her outfits? Discuss with a partner. size, color, price

B Read the excerpts from the next part of Arrington's TED Talk. Which outfit below do you think each excerpt refers to? Discuss with a partner.

1 "So let's start with Sunday. I call this 'Shiny Tiger.'"

2 "Monday: Color is powerful."

3 "Friday: ... Gold sequins go with everything."

② ① ③

30

2D

Wearing nothing new

LESSON OVERVIEW

Aims: Watch and understand a talk about secondhand shopping; observe effective body language.

Target Vocabulary: crazy, outfits, unique, wardrobe

External Links:
workshoplovesyou.com
lovesoandso.com

TED Talk Summary: Jessi Arrington shares how making the decision to build her wardrobe from used clothing has allowed her to show others her true self. Arrington's lively talk includes a slideshow of her outfits for one week. As she shows each outfit, she talks about how being confident and comfortable in who we are is actually what makes us look stylish.

PREVIEWING

Read the paragraph aloud as students read along. Remind students that they watched the preview video of Arrington in the **Warm Up**.

Explain that the word *crazy* has a positive meaning in this paragraph.

Language Note

The adjective *crazy* is used here to mean unusual and surprising in a good way. Note that *crazy* can also be used negatively to describe something as too silly or odd.

A person's *wardrobe* is made up of all the clothes and fashion accessories he or she owns.

VIEWING

A Read the question aloud that students must watch for.

▶ 2.9 Play Part 1 of the TED Talk. Have students check answers as they discuss with a partner. Ask students to think about what they consider when they buy clothes and share this with their partners.

CHALLENGE Ask students if they know anyone like Arrington with a unique sense of fashion. Have them tell their partners about this person.

B Have students work in pairs. Tell them to make guesses based on the key words in the quotes. For example, students could infer that "Shiny Tiger" refers to the middle image based on the color of Arrington's scarf.

C ▶ 2.10 Play Part 2 of the TED Talk and have students check their answers to **B**.

D **CRITICAL THINKING** Give students a minute to think and take notes before discussing. Tell students to support their opinions with examples from their own lives. Ask for volunteers to share ideas with the class.

EXTENSION ACTIVITY Have students work in small groups. Assign each group another one of Arrington's messages. Ask each group to give a presentation with advice on how to express the

C ▶ 2.10 Watch Part 2 of the TED Talk. Check your guesses.

D **CRITICAL THINKING** Answers will vary

Reflecting Read the statements below from Arrington's TED Talk. Do you agree? Discuss with a partner.

1 "You do not have to spend a lot of money to look great."
2 "If you think you look good in something, you almost certainly do."

VOCABULARY IN CONTEXT

▶ 2.11 Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1.a 2.b 3.c 4.b

PRESENTATION SKILLS Using effective body language

When you give a presentation, your body language is important. Effective body language supports your message and shows you are a confident speaker.

A ▶ 2.12 Read the tips about effective body language below. Watch an excerpt from Arrington's TED Talk. Check [✓] the tips that Arrington follows.

☑ Keep your body open. Try not to cross your arms or legs.
☑ Stand up straight.
☑ Gesture with your hands open.
☑ Make eye contact with the audience.
☑ Smile.

B ▶ 2.12 Watch again. What else does Arrington do (or not do) that shows she's confident? Answers will vary

C Work in a group. Stand up and tell the group a little about yourself. Try to use effective body language. Answers will vary

> “Confidence is key. If you think you look good in something, you almost certainly do.”

message through their fashion choices. Arrington's messages are:

Color is powerful.
Fitting in is way overrated.
Embrace your inner child.
Confidence is key.
Developing your own unique personal style is a good way to tell the world something about you.

VOCABULARY IN CONTEXT

▶ 2.11 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the **Presentation Skills** paragraph aloud. Explain that a speaker's body language is an important part of a presentation. An audience will know if a speaker is confident and comfortable by observing his or her body language.

Before students watch the excerpt, elicit impressions of Arrington as a speaker. Does she seem confident? Comfortable? Excited to be there?

▶ 2.12 Play the video. Read the list of effective body language aloud. Ask for volunteers to demonstrate. See **Content Note** for more.

Content Note

The body language introduced in **Presentation Skills** includes keeping your body open, having good posture, making warm hand gestures, keeping eye contact with the audience, and smiling. Having good body language is a lot about acting naturally when on stage and keeping calm. It is also recommended to move a bit during your speech, as well as varying your gestures.

Note that Arrington walks across the stage and uses hand gestures throughout her talk. It's also important to be well prepared for the presentation. Speakers who know the content well are more likely to be relaxed and have positive body language.

B Ask students to pay close attention to the movements and gestures that Arrington makes.

▶ 2.12 Play the video again.

Note that Arrington's confidence is evident in her composure as she speaks. She smiles often, keeps eye contact with her audience, maintains good posture, and appears to be really enjoying the experience.

C Divide students into small groups. Give them time to think about their self-introduction and body language. Tell each student that they have 30 seconds to one minute for their introductions. Encourage them to mimic what they saw Arrington do in the video.

SUPPORT Write a sample self-introduction on the board.

Hi, I'm Jo. I come from Pusan, but I've been living in Seoul for three years. I am a third-year student. My interests include rock music and cooking. I love eating, too.

2E

Green shopping

LESSON OVERVIEW

Aims: Take and give a survey; write a social media post.

COMMUNICATE

A Elicit the meaning of a *green* shopper. Read the questionnaire aloud. Be sure students understand the various *green* terms. Explain that they are going to evaluate their shopping habits. Give them time to complete the survey.

Language Note

When something is *green*, it usually means it is eco-friendly, or does not have a negative impact on the environment.

When something is *locally produced*, it is *grown* or *manufactured* near where the item is sold.

A *reusable cloth bag* is a shopping bag you can take to the market to save on plastic or paper bags.

CHALLENGE Before students open their books, have them write a few sentences about how environmentally friendly they think they are in their shopping habits. After they've completed the activity, have them comment on their original evaluations.

B Have partners take turns asking and answering each of the questions. Encourage students to share more about each answer to explain their *green* shopping habits.

C Have students look back over the survey. Tell them not to show their partners what they circled.

D Divide the class into small groups. Tell students to relax as they speak and to be aware of their body language. Point out **Adding extra information**. Model a sample presentation for students. For example: *Dana is a green shopper. She always uses a reusable cloth bag when she shops, and she donates to charity stores.*

WRITING

A Read the post aloud. Make sure students understand it is from a social media site, and they are going to write a reply. Point out that the tone on social media sites is casual.

SUPPORT The post asks for help finding several items. Students pick one item to write their response.

B Read the example reply aloud. Direct students' attention to the questions. Encourage them to use real places in their responses, if possible. If not, students can make up their own answers.

Have them read their posts to the class.

2E Green shopping

COMMUNICATE Are you a green shopper? Answers will vary

A Are you a green shopper? Read the questions below and mark your answers.

How often do you …	**Never**	**Sometimes**	**Often**
1 buy locally produced products?	☐	☐	☐
2 bring a reusable cloth bag to a store?	☐	☐	☐
3 buy products made from recycled materials?	☐	☐	☐
4 buy secondhand items?	☐	☐	☐
5 donate to charity stores?	☐	☐	☐
6 recycle the packaging that comes with your products?	☐	☐	☐
7 travel to the shops by car?	☐	☐	☐

B Work with a partner. Take turns asking and answering the questions. Circle your partner's answers.

C Look back at the answers. Circle how green you think your partner is.

very green pretty green somewhat green not very green

D Work in a group. Tell your group how green you think your partner is. Give reasons.

Adding extra information
and … Also, … What's more … In addition …

WRITING Social media post Answers will vary

A Read the post.

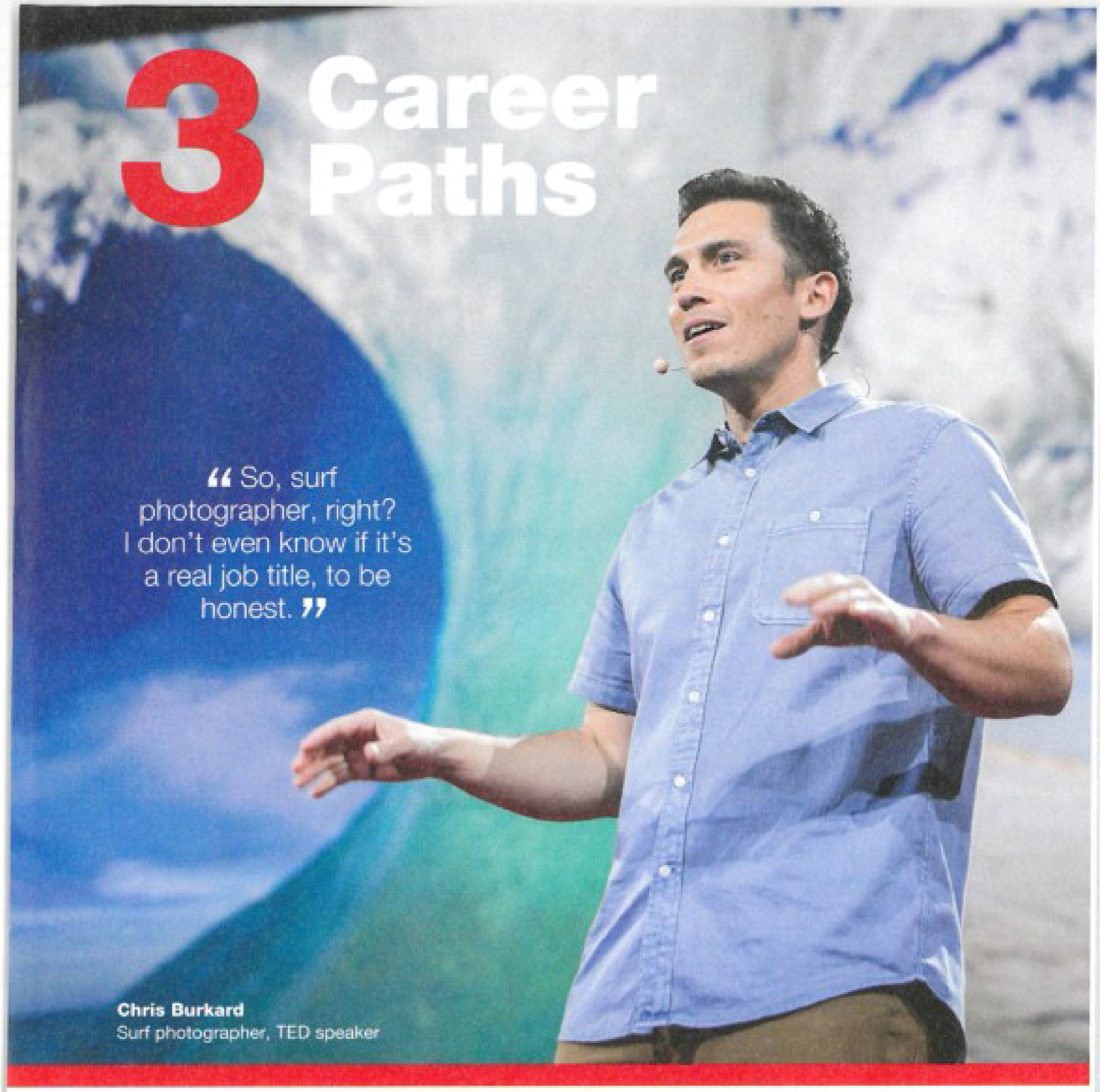
> Help! I want to buy some secondhand items, such as clothes, music, comic books, and furniture. Where's a good place to shop? All ideas welcome. Thanks!

B Write a response to the post. Answer these questions.

What is the name of the store?
What do they sell?
How often do you go there?
What do you like about it?

> For furniture, there's a great store in Plaza Mall. It's called Couch Potato. They sell cheap secondhand furniture. I usually go there during the week when it's not so busy.

3 Career Paths



“So, surf photographer, right? I don't even know if it's a real job title, to be honest.”

Chris Burkard
Surf photographer, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about types of jobs.
- read about people who changed their job.
- watch a TED Talk about an unusual job.

WARM UP

▶ 3.1 Watch part of Chris Burkard's TED Talk. Answer the questions with a partner.

1 What do you think Burkard's job is like?
Answers will vary
2 Look through the unit. What other jobs do you see? Which are the most interesting to you?
Answers will vary

UNIT GOALS

The unit focuses on jobs and career choices. Students will understand and interpret an infographic about dream jobs, and read an article about a professional ballet dancer. They will also watch a TED Talk about the value of struggle in our work. By the end of the unit, students will be able to use the present simple to describe their jobs and build on their self-introduction.

TED Speaker
Chris Burkard, photographer

TED Talk Summary
Chris Burkard talks about how even a dream job can become monotonous, and how struggle helped him learn to love his job again.

Idea Worth Spreading
Anything worth pursuing likely involves struggle, but in that struggle one can also find joy.

3

Career Paths

WARM UP

Have students look over the picture, caption, and quote on the page.

▶ 3.1 Play the preview clip of the TED Talk.

For question 1, ask students to shout out adjectives to describe their impressions of Burkard's job.

For question 2, ask students to list the jobs they see in the unit together. Write on the board:

> *The job of a ... looks interesting to me. I think a ...'s job is interesting because...*

Jobs mentioned in the unit include: chef, TV presenter, pilot, charity worker, writer, musician, sports trainer, race car driver, and ballet dancer.

EXTENSION ACTIVITY Ask students how they felt when they saw Burkard's pictures in the preview clip. Tell them to also talk about whether they would want to do his job or not. Have them share their impressions in pairs before telling the class. If necessary, elicit a list of adjectives ahead of time to write on the board:

> *His pictures made me feel ... (excited/scared/jealous/happy/cold)*

3A

What do you do?

LESSON OVERVIEW

Aims: Learn nouns for job titles and industries; listen to a person talking about his job; practice talking about a job.

Target Vocabulary: chef, dancer, journalist, photographer, pilot, professor, scientist, waiter

French chef Eric Cros shows students how to prepare lamb and vegetables.

3A What do you do?

VOCABULARY Jobs

A ▶ 3.2 Complete the sentences using the words in the box. Watch and check your answers.

chef	dancer	journalist	photographer
pilot	professor	scientist	waiter

1 A photographer takes pictures with a camera.
2 A journalist writes for a newspaper.
3 A professor gives lectures at a university.
4 A pilot flies airplanes.
5 A chef creates meals for a restaurant.
6 A dancer performs on a stage.
7 A scientist does experiments.
8 A waiter serves food and drinks.

B Write each job from **A** under one of the headings below.

Education and Research	News and Media	Entertainment	Travel	Stores and Restaurants
professor, scientist	journalist, photographer	dancer	pilot	chef, waiter

C Work with a partner. Think of and add one more job for each heading. Answers will vary

Another job in Education and Research is teacher.

Good one. How about News and Media?

VOCABULARY

A Have students read the job words in the box before completing the sentences.

▶ 3.2 Play the audio/video to check answers as a class.

Elicit alternate vocabulary from the box that might work for each sentence. For example, while the answer for question 3 is professor, a scientist might also give a lecture at a university.

CHALLENGE Have students brainstorm a list of additional jobs that item 6 would describe. For example, *actor, comedian, musician, singer.*

B Have students work alone to complete the chart. Check answers as a class. Write the categories and words in a word web on the board.

Point out that some jobs may work in more than one category. For example, a photographer might work in the Travel or Entertainment industries in addition to News and Media.

C Have students work in pairs. Elicit ideas from each pair. Write the jobs in the chart on the board. Some additional jobs include:

Education and Research: principal, school teacher, curriculum writer

News and Media: TV presenter, camera crew, writer, blogger

Entertainment: singer, actor, screenwriter, director

Travel: travel agent, flight attendant, cruise ship crew

Stores and Restaurants: manager, store assistant, cleaner, interior designer

Language Note

As much as possible these days, job types in English do not include any gender reference. Former titles such as stewardess, mailman, and fireman are now *flight attendant, mail carrier*, and *firefighter*. The word waiter is traditionally used to refer to men, while waitress is used for women. These days the gender-neutral term *server* is also commonly used.

LISTENING Interview with a TV presenter

Listening selectively
You may not understand every word when people speak. Listen selectively and focus on the key information you need.

A ▶ 3.3 Richard Lenton is a journalist and TV presenter. Watch and check [✓] the topics he talks about.

- ☑ the best things about his job
- ☐ his future hopes
- ☑ the challenges in his job
- ☑ his free time

Richard Lenton (right) interviews David Beckham.

B ▶ 3.3 Watch again. Circle the correct words.

1 Lenton usually presents ([✓ **soccer**] / **tennis**) shows.
2 Lenton ([✓ **likes**] / **doesn't like**) presenting live TV shows.
3 Presenting on the World Cup was challenging because of (**his studio guests** / [✓ **the hours**]).
4 Lenton usually plays soccer ([✓ **once**] / **twice**) a week.

C **CRITICAL THINKING** Answers will vary
Personalizing Discuss with a partner. Do you think you would be a good TV presenter? Why or why not?

SPEAKING Talking about jobs

A ▶ 3.4 Does speaker B like his new job? yes

A: So, how do you like being a barista?
B: Oh, it's great! fantastic / excellent
A: Yeah? What do you do every day?
B: Well, you know, I make coffee and serve it to customers.
A: Is it hard work? difficult / tough
B: Sometimes. The hours aren't great, but I don't mind. The pay isn't / The boss isn't
A: Isn't it boring?
B: No, it's really fun. I meet a lot of cool people. interesting / enjoyable

B Practice the conversation with a partner. Practice again using the words on the right.

C Imagine you have a new job. Choose one from this lesson or think of your own. Work with a partner. Ask each other about your jobs. Answers will vary

I'm a chef at China Bistro.

Great! How do you like it?

LISTENING

Read the **Listening Selectively** box aloud as students read along. Explain that by picking up on words and phrases that you understand, you can get key information that a speaker is sharing. Note that listening selectively can be especially useful when a speaker is talking at native speed.

A Tell students to read the answer choices ahead of time to pick up key words to listen for. Point out that previewing the task helps you identify what to listen selectively for.

▶ 3.3 Play the audio/video.

B Give students time to read the sentences.

▶ 3.3 Play the audio/video. Then play it again to check answers to **A** and **B** as a class.

Content Note

Richard Lenton is a British TV sports presenter who is now based in Singapore where he works as a broadcaster, writer, and editor. He is best known for his coverage of the Premier League, FA Cup, and Champions League.

C **CRITICAL THINKING** Have students work in pairs. Ask them to talk about their own personalities and interests when explaining their reasoning for their answers. For example, "I'm not sure. I like talking to people, but sometimes I feel shy in front of cameras."

SUPPORT Write three possible answer choices on the board. Tell students to expand on their answers with their partners.

Yes, I think so.
No, I don't think so.
I'm not sure.

SPEAKING

A Ask students to read along as they watch.

▶ 3.4 Play the audio/video. Have students check answers in pairs.

Elicit the meaning of *barista*. See **Language Note** below.

Language Note

The word *barista* means bartender in Italian. It is mostly used in English to describe someone who works behind a counter making various hot coffee drinks. The phrase "*the hours*" refers to how long a person works each day at a job.

B Model the conversation aloud with a student. Then have students work in pairs to practice the conversation. Make sure they alternate between A and B roles. Then have them practice again using the words on the right.

Point out that the adjectives on the right are for the most part synonyms. Note for the third item, different negative points about the job are given using *isn't* or *aren't*. Remind students that *isn't* should be used with singular nouns and *aren't* with plural nouns.

C Have students work in pairs.

Elicit possible opening and follow-up questions. Write them on the board.

Do you have a job?
What do you do?
Do you enjoy it?
Is it fun/boring/interesting?

3B

What job would you like?

LESSON OVERVIEW

Aims: Ask about and describe jobs; use *like* vs. *would like*; talk about a future job.

Infographic Summary: A survey of over 3,000 people in the U.K. shows that more than any other job, people dream of being a pilot. Next on the list is charity worker, then writer. Other popular dream jobs are in the fields of arts, media, and sports.

LANGUAGE FOCUS

A ▶ 3.5 Play the audio/video as students read along. Then give them additional time to look over the infographic.

Ask them whether the information is surprising to them or not. Elicit any jobs that students expected to be on the list but that were not.

CHALLENGE Have students predict the top two dream jobs in the U.K. before opening their books to check their guesses.

B Have students read the sentences first.

▶ 3.6 Play the audio/video. Have students check answers in pairs.

Elicit more information about the job of a journalist. See **Language Note** below.

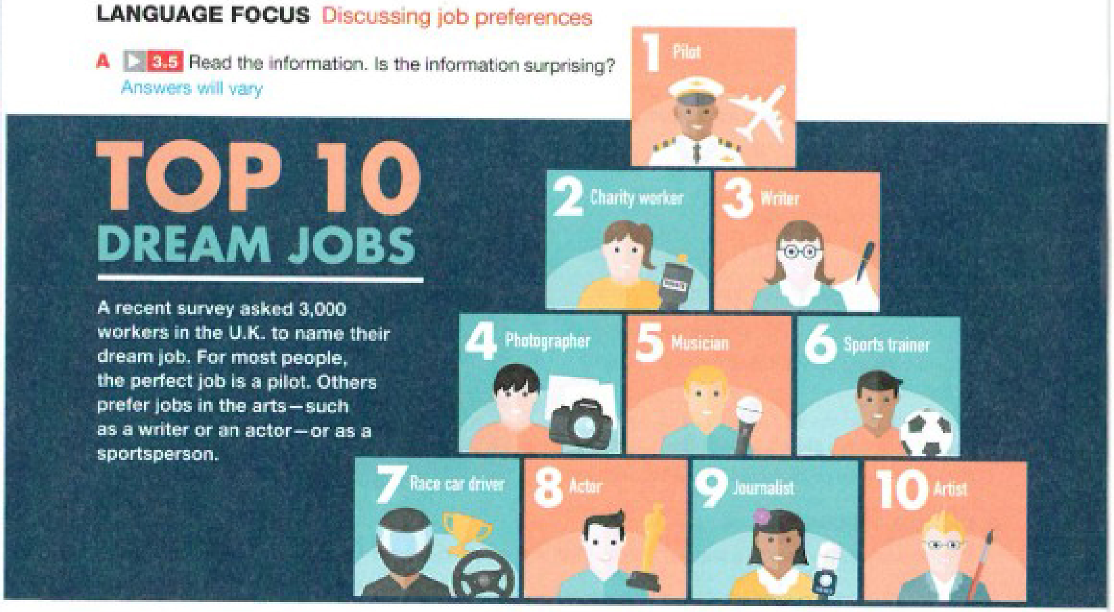
Language Note

Generally, a *journalist* brings news to the public. Note that the speaker in the conversation calls herself a *journalist for a local paper* which likely means she is a writer at a small newspaper. In TV, a journalist usually refers to someone who prepares or presents news for broadcast. In print, it usually refers to an editor or writer. The specifics about the job can vary depending on position.

3B What job would you like?

LANGUAGE FOCUS Discussing job preferences

A ▶ 3.5 Read the information. Is the information surprising?
Answers will vary



A recent survey asked 3,000 workers in the U.K. to name their dream job. For most people, the perfect job is a pilot. Others prefer jobs in the arts—such as a writer or an actor—or as a sportsperson.

B ▶ 3.6 Two people are talking about their jobs. Watch and complete the sentences.

The woman works as a(n) ___journalist___. She doesn't like the ___hours___.
She'd like to be a(n) ___charity worker___.

C ▶ 3.7 Watch and study the language in the chart.

Asking about and describing jobs

Do you have a job?	Yes, I do. No, I don't. I'm a student.
What do you do?	I'm a manager. I work in marketing.
What's your job like?	It's (really) fun. It's (pretty) easy.
What do you like about your job? What don't you like about your job?	The pay is great. I don't like the hours. They're terrible.
What (kind of) job would you like to have (someday)?	I'd like to be a charity worker.

For more information on **like vs. would like**, see Grammar Summary 3 on page 155.

C Have students read over the language chart. Ask them to pay attention to both answer options for each question.

▶ 3.7 Play the audio/video, stopping to have students repeat each question and answer.

Draw students' attention to the last two boxes. Note that the difference between *like* and *would like* is often a point of confusion for students. See **Grammar Note**.

Grammar Note

For the last question in the language chart, *What job would you like to have?*, explain that *would like* is a polite way to talk about something that you want. Point out that the response is often made into a contraction: *I'd like to be an engineer.*

D Match each question to the best response.

1 Do you have a job?	It's pretty easy.
2 What do you do?	Yes, I do.
3 What's your job like?	I'm a fashion designer.
4 What don't you like about your job?	I'd love to write for a magazine.
5 What job would you like to have someday?	My boss isn't great.

E ▶ **3.8** Complete the information. Circle the correct words. Listen and check your answers.

Many people [1](**do** / [✓ **would**]) like to work as a pilot one day. According to one survey, in the U.K., it's the number one dream job. But what's the job really [2]([✓ **like**] / **love**)? A good point is you can travel to a lot of interesting places—for free. The pay is [3](**like** / [✓ **pretty**]) good, too. So what don't pilots like [4](**for** / [✓ **about**]) their job? The hours [5]([✓ **are**] / **is**) not great—they're often away from home and spend a lot of time in hotels. Pilots often [6]([✓ **work**] / **works**) on holidays, too, as those are the busiest days for flying.

Ethiopian Airlines' first female captain Amsale Gualu prepares for takeoff

SPEAKING A future job

Answers will vary

A Think of two possible jobs you'd like to have someday. Use jobs from the chart on page 36 or your own ideas. Write your ideas below. Answers will vary

	Job 1	Job 2
A job I'd like to have		
Why I want it		

B Work in a group. Share your ideas.

I'd love to be a chef.

Why is that?

Because I love to cook and I like working in a team.

D Have students work individually to complete the activity before checking answers in pairs.

CHALLENGE Elicit alternate answers for each question, such as *I don't like the hours.* Use this as an opportunity to also review common mistakes. For example, we never answer the question *What do you do?* with *Yes I do.*

E Allow students time to work alone and complete the activity.

▶ **3.8** Play the audio/video and check answers as a class.

SUPPORT To support comprehension, elicit or review the negative points about being a pilot.

EXTENSION ACTIVITY Ask students if they think the infographic might be different if the survey was taken in their home countries instead of the U.K. Have students work individually to make an infographic of what they think the top three dream jobs are in their home countries. Have students present their infographics to a partner or a small group.

SPEAKING

A Point out the grammar **would like**. Make sure students understand that they are writing about jobs they hope to have in the future. See **Grammar Note**.

If time permits, walk around to check answers as students write before moving on to Activity **B**.

B Divide students into groups of three or four. Tell each student to spend up to one minute talking about one of their dream jobs. Write some useful questions to start the discussion on the board:

What kind of job would you like to have one day?

What would you like to be?

Model the conversation with a volunteer. Point out that group members should ask follow-up questions to get more information, such as *Why?* or *Why is that?*

3C

A dancer's dream

LESSON OVERVIEW

Aims: Read and comprehend an article about dancer Misty Copeland's road to success; understand sequence and details.

Target Vocabulary: career, perfect, quit, routine, spent time, struggle

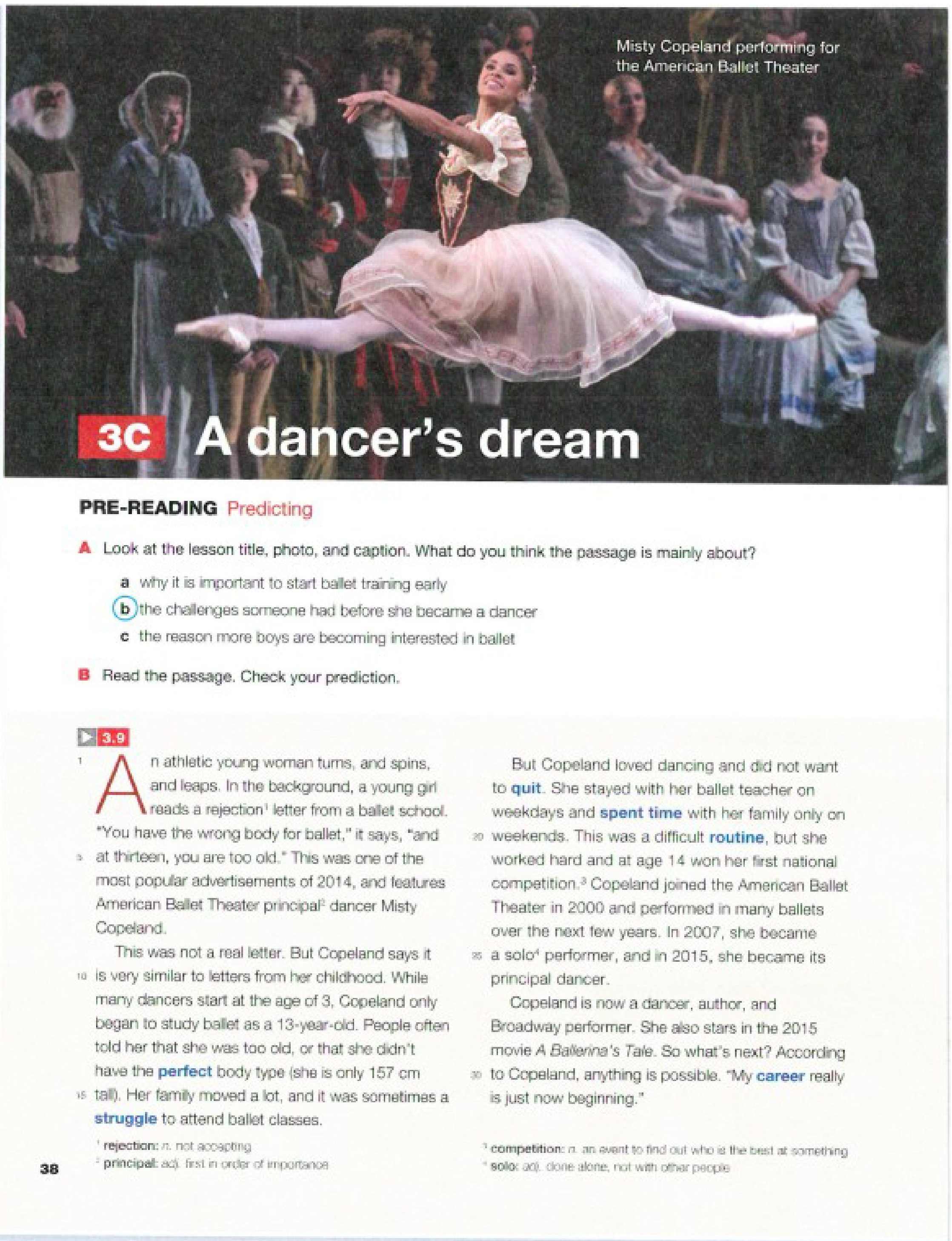
Reading Summary: Misty Copeland, principal dancer at the American Ballet Theater, started her ballet career with a lot of rejection. She began late for a ballet dancer, at age 13, and was continuously told she was too old and her body type wasn't right for dance. Copeland had to work hard to overcome these initial rejections and win competitions. Eventually she achieved her dream and became a world-famous dancer. Her success continues to inspire many.

PRE-READING

A Have students look at the lesson title, picture, and caption. Have them work individually to answer the question. Ask students to raise their hands if they have heard of Misty Copeland.

SUPPORT Have students who know about Misty Copeland share background information with the class before reading.

B ▶ **3.9** Play the audio/video as students read along. Explain any key terms that students might not be familiar with. See **Language Note** below.



Misty Copeland performing for the American Ballet Theater

3C A dancer's dream

PRE-READING Predicting

A Look at the lesson title, photo, and caption. What do you think the passage is mainly about?

a why it is important to start ballet training early

[✓ b] the challenges someone had before she became a dancer

c the reason more boys are becoming interested in ballet

B Read the passage. Check your prediction.

▶ **3.9**

An athletic young woman turns, and spins, and leaps. In the background, a young girl reads a rejection[1] letter from a ballet school. "You have the wrong body for ballet," it says, "and at thirteen, you are too old." This was one of the most popular advertisements of 2014, and features American Ballet Theater principal[2] dancer Misty Copeland.

This was not a real letter. But Copeland says it is very similar to letters from her childhood. While many dancers start at the age of 3, Copeland only began to study ballet as a 13-year-old. People often told her that she was too old, or that she didn't have the **perfect** body type (she is only 157 cm tall). Her family moved a lot, and it was sometimes a **struggle** to attend ballet classes.

But Copeland loved dancing and did not want to **quit**. She stayed with her ballet teacher on weekdays and **spent time** with her family only on weekends. This was a difficult **routine**, but she worked hard and at age 14 won her first national competition.[3] Copeland joined the American Ballet Theater in 2000 and performed in many ballets over the next few years. In 2007, she became a solo[4] performer, and in 2015, she became its principal dancer.

Copeland is now a dancer, author, and Broadway performer. She also stars in the 2015 movie *A Ballerina's Tale*. So what's next? According to Copeland, anything is possible. "My **career** really is just now beginning."

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[1] **rejection:** *n.* not accepting

[2] **principal:** *adj.* first in order of importance

[3] **competition:** *n.* an event to find out who is the best at something

[4] **solo:** *adj.* done alone, not with other people

Language Note

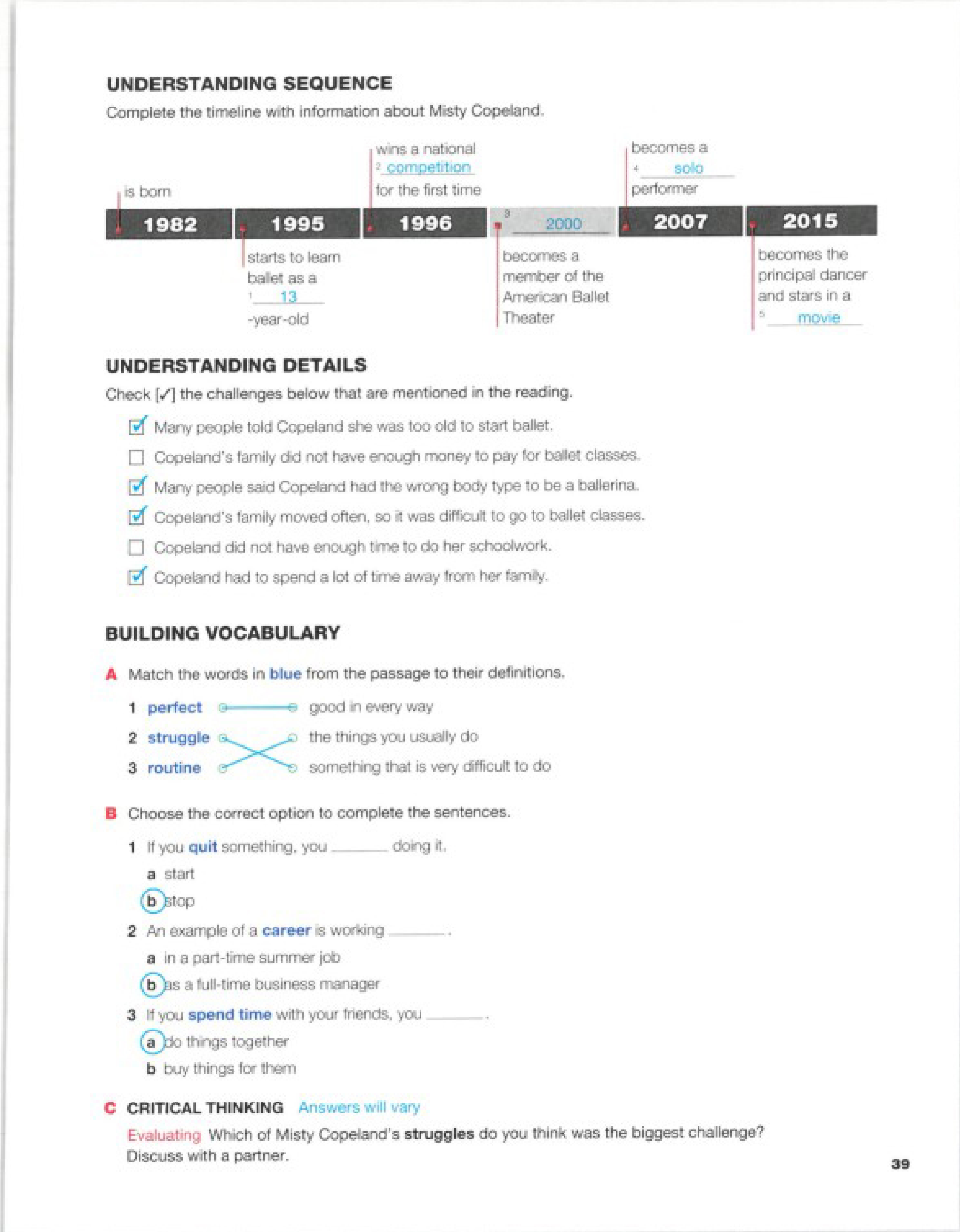
A *rejection letter* is sent to an unsuccessful applicant who has applied to a school, contest, job, etc. A successful applicant is sent an acceptance letter.

Professional ballet dancers are given a rank at their companies based on their skill. The *principal dancer* or principal is the highest rank a dancer can obtain at a ballet company.

UNDERSTANDING SEQUENCE

Explain that the timeline shows Copeland's life up to 2015. Have students work individually. Tell them to use the information in the reading passage to find the answers.

Check answers as a class. Elicit the line numbers in the passage where students found the information.



UNDERSTANDING SEQUENCE

Complete the timeline with information about Misty Copeland.

1982 is born

1995 starts to learn ballet as a [1] 13 -year-old

1996 wins a national [2] competition for the first time

[3] 2000 becomes a member of the American Ballet Theater

2007 becomes a [4] solo performer

2015 becomes the principal dancer and stars in a [5] movie

UNDERSTANDING DETAILS

Check [✓] the challenges below that are mentioned in the reading.

☑ Many people told Copeland she was too old to start ballet.
☐ Copeland's family did not have enough money to pay for ballet classes.
☑ Many people said Copeland had the wrong body type to be a ballerina.
☑ Copeland's family moved often, so it was difficult to go to ballet classes.
☐ Copeland did not have enough time to do her schoolwork.
☑ Copeland had to spend a lot of time away from her family.

BUILDING VOCABULARY

A Match the words in blue from the passage to their definitions.

1 **perfect**	good in every way
2 **struggle**	the things you usually do
3 **routine**	something that is very difficult to do

B Choose the correct option to complete the sentences.

1 If you **quit** something, you ______ doing it.
a start
[✓ b] stop

2 An example of a **career** is working ______.
a in a part-time summer job
[✓ b] as a full-time business manager

3 If you **spend time** with your friends, you ______.
[✓ a] do things together
b buy things for them

C CRITICAL THINKING Answers will vary

Evaluating Which of Misty Copeland's **struggles** do you think was the biggest challenge? Discuss with a partner.

UNDERSTANDING DETAILS

Give students time to read the sentences. Have them work individually to complete the activity.

CHALLENGE Tell students not to look back at the reading to find the answers.

Check answers as a class. Elicit the line numbers in the passage where students found the information.

BUILDING VOCABULARY

A Have students work individually to match the words and definitions. Then have them check answers in pairs.

Elicit example sentences using each word. Write them on the board. See **Language Note** below.

Language Note

The word *routine* describes a task we perform regularly, such as going to school. The passage describes Copeland's difficult *routine* of living with her teacher on weekdays and with her family on weekends. In dance, the word *routine* is also used to describe a sequence of dance steps in a performance.

B Have students work individually to complete the sentences. Check answers as a class. Remind students that the past tense of *quit* is *quit*, not quitted.

Elicit additional example sentences for each vocabulary word. If time permits, write the sentences on the board to review meaning.

C CRITICAL THINKING Have students work in pairs. Point out that they can use the challenges listed in **Understanding Details**.

Encourage students to support their opinions with reasons. For example, "I think starting at 13 was her biggest challenge because all the other dancers had already been studying and practicing ballet for ten years." If time permits, elicit a class discussion to have students share their answers.

SUPPORT Write some useful phrases for discussing opinions on the board:

I think … because …
I agree.
I don't agree.
I agree, but I also think …

EXTENSION ACTIVITY Have students go online and watch the commercial about Copeland that is mentioned in the passage (Search "Misty Copeland—I Will What I Want" on YouTube). Then ask students to work in pairs to discuss whether or not they would like to be a professional ballet dancer. Tell them to give reasons for why or why not.

3D

The joy of surfing in ice-cold water

LESSON OVERVIEW

Aims: Watch and understand a TED Talk about rekindling joy for a job; observe speakers thanking an audience.

Target Vocabulary: exotic, freezing, rough, suffering

TED Talk Summary: Chris Burkard talks about how he forced himself out of his comfort zone when his dream job as a surf photographer started to feel boring and monotonous. He made the decision to instead search out freezing water conditions in remote areas of the world to photograph surfing moments. Burkard shares how pushing himself to work in these extreme locations, and the struggle involved, helped him learn to love his job again.

PREVIEWING

Read the paragraph aloud as students read along. Have students work individually to match the words and definitions. Check answers as a class, eliciting sample sentences for each vocabulary word.

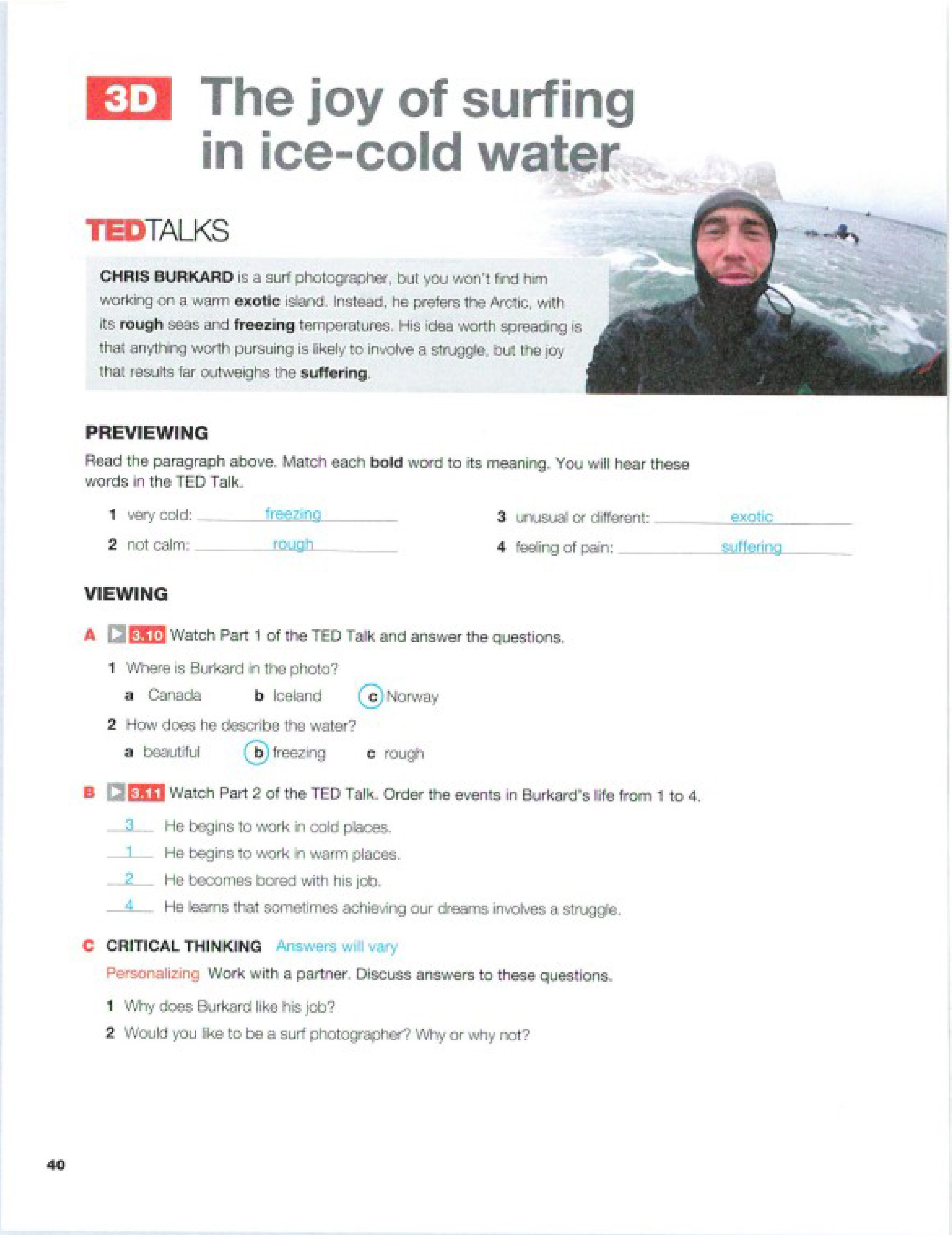
VIEWING

A ▶ **3.10** Play Part 1 of the TED Talk. Have students work individually to answer the questions. Then play the check-your-answers part of the video.

Elicit the meaning of the phrase *Arctic selfie*. See **Language Note** below.

B Have students preview the task.

▶ **3.11** Play Part 2 of the TED Talk. Give students time to note their answers. Then play the check-your-answers part of the video.



3D The joy of surfing in ice-cold water

TEDTALKS

CHRIS BURKARD is a surf photographer, but you won't find him working on a warm **exotic** island. Instead, he prefers the Arctic, with its **rough** seas and **freezing** temperatures. His idea worth spreading is that anything worth pursuing is likely to involve a struggle, but the joy that results far outweighs the **suffering**.

PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 very cold: freezing
2 not calm: rough
3 unusual or different: exotic
4 feeling of pain: suffering

VIEWING

A ▶ **3.10** Watch Part 1 of the TED Talk and answer the questions.

1 Where is Burkard in the photo?
a Canada **b** Iceland [✓ **c** Norway]

2 How does he describe the water?
a beautiful [✓ **b** freezing] **c** rough

B ▶ **3.11** Watch Part 2 of the TED Talk. Order the events in Burkard's life from 1 to 4.

3 He begins to work in cold places.
1 He begins to work in warm places.
2 He becomes bored with his job.
4 He learns that sometimes achieving our dreams involves a struggle.

C CRITICAL THINKING Answers will vary

Personalizing Work with a partner. Discuss answers to these questions.

1 Why does Burkard like his job?
2 Would you like to be a surf photographer? Why or why not?

Language Note

A *selfie* is a picture that one takes by holding the camera out in front and turning the lens to face toward oneself. Burkard's *Arctic selfie* is a photo that he took of himself with his camera while working in the Arctic Ocean in Norway. The picture-taking method and term have become popular with the use of cellphone cameras, but a selfie can also be taken with a regular camera.

C CRITICAL THINKING Point out that question 2 asks students' opinions so partners might have different answers. Remind students of the language they've practiced in the unit so far including for negation: *I'd like to be ... / I wouldn't like to be ...*

If time permits, ask for volunteers to share their answers to question 2 with the class.

EXTENSION ACTIVITY Ask students to work in pairs to summarize the message of Burkard's TED Talk in one sentence. Have each pair share

VOCABULARY IN CONTEXT

▶ **3.12** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.b 2.a 3.b 4.c

PRESENTATION SKILLS Thanking the audience

At the end of a presentation, many speakers will thank their audience. It's polite, and it also lets the audience know that you've finished.

A ▶ **3.13** Watch the excerpt. Write the phrase Burkard uses to thank the audience.

"Thank you so much."

B ▶ **3.14** Watch two excerpts from the TED Talks from Units 1 and 2. Check [✓] how the speakers thank their audience.

	"Thank you."	"Thank you so much."	"Thank you very much."
Sleepy Man Banjo Boys	✓		✓
Jessi Arrington	✓		✓

C Work in a group. Think of other ways to thank the audience. Answers will vary

> "Why would anyone ever want to surf in freezing cold water?"

their sentence with the class. Students should understand that once Burkard's work started involving an element of struggle, he found joy in his job. Some possible summary sentences include: *Without struggle, there is no joy; Difficult jobs make for fulfilling lives.*

VOCABULARY IN CONTEXT

▶ **3.12** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Explain to students that they are going to watch more closely to study the way Burkard ends his presentation. Explain that almost all speakers end a presentation by thanking their audience, but that there are different styles and ways to do this.

▶ **3.13** Play the audio/video and check answers as a class.

Skill Note

Thanking an audience at the end of a presentation has two purposes: it signals the end of your speech, and it expresses gratitude to the people who gave you their attention. Explain to students that being asked to do a TED Talk is a great honor and many of the speakers are both excited and emotional during their talks, which is evident in the scenes that students will watch of speakers saying thank you.

B Tell students that they are going to watch two other TED speakers thank their audiences.

▶ **3.14** Play the video and check answers as a class. Then play it again to point out the different styles of thanking the audiences. Note that while the speakers mostly use the same words, their deliveries vary depending on body language and tone.

CHALLENGE To review the body language discussion from Unit 2, ask students to comment on the body language of each speaker as well.

C Divide students into groups of three or four. Ask them to brainstorm some other ways to say thank you to the audience. Encourage students to think about their home cultures as well and what would be typical. Possibilities for body language include: a bow, a wave, hands in pray position, a smile, etc. Possibilities for expressions include: *Thank you for listening; Thank you for your attention; This was an honor.*

3E

Job descriptions

LESSON OVERVIEW

Aims: Ask for clarification; describe a dream job.

Description: Students are going to play a guessing game, in which they will take turns guessing which jobs other students are describing.

COMMUNICATE

A Read aloud the list of jobs while students read along. Give them time to look up any jobs they don't know in the dictionary.

B Explain that students should try to guess what the job is after each sentence, instead of after all five sentences.

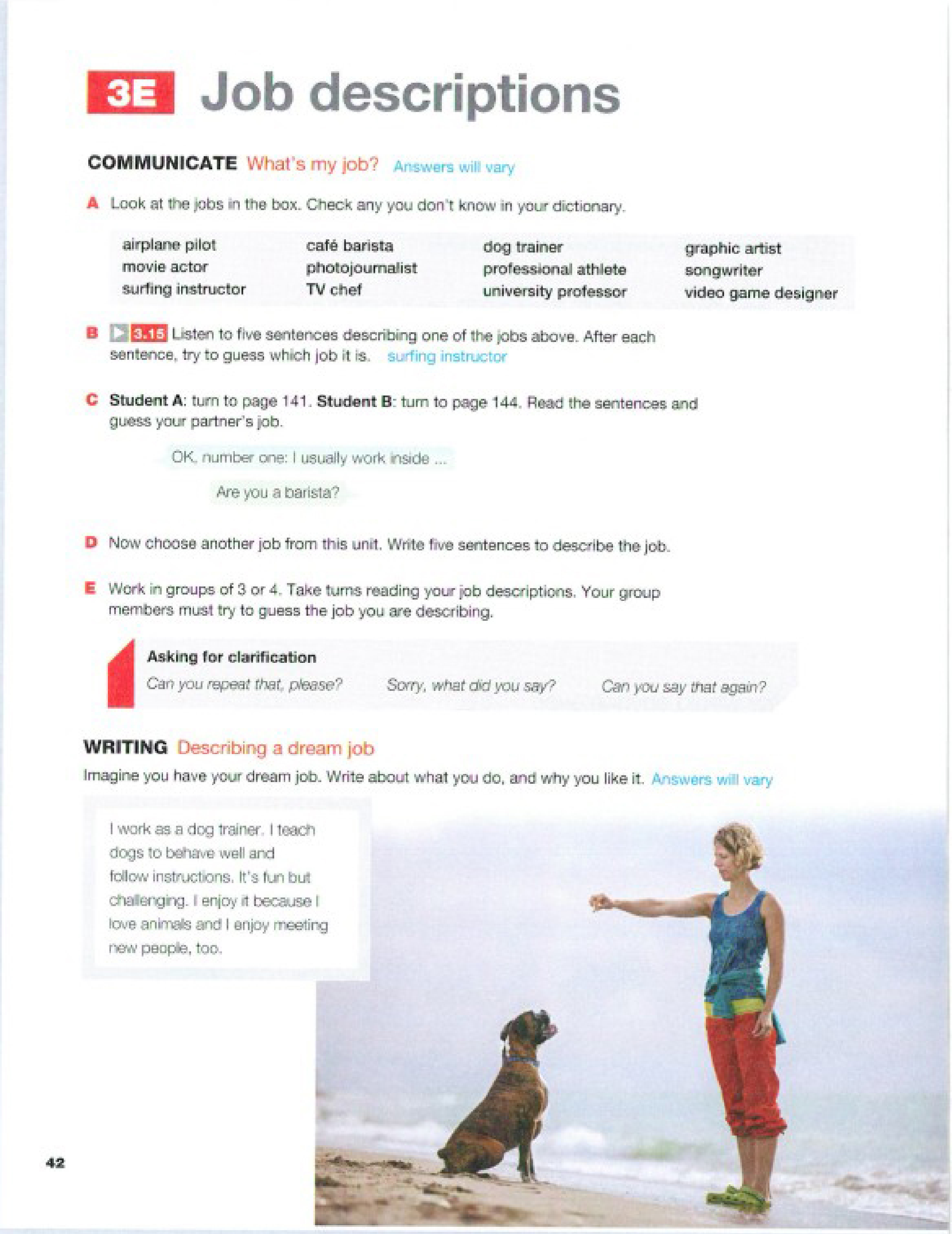
▶ **3.15** Play the audio/video, pausing between sentences to give students time to guess. However, don't reveal the answer until after the last sentence is played.

C Have students work in pairs. Assign a Student A and Student B in each pair.

Tell partners not to look at each other's pages. Explain that students get a higher score the quicker they guess correctly. Point out that all jobs are from the box in Activity **A**.

D Tell students they should not use *surf instructor, movie actor,* or *songwriter,* but they can use other options from the box in Activity **A** or anywhere else in the unit.

E Divide the class into groups of three or four. Note that students should read all five sentences, but slowly so that their group members have time to guess in between sentences.



3E Job descriptions

COMMUNICATE What's my job? Answers will vary

A Look at the jobs in the box. Check any you don't know in your dictionary.

airplane pilot
movie actor
surfing instructor
café barista
photojournalist
TV chef
dog trainer
professional athlete
university professor
graphic artist
songwriter
video game designer

B ▶ **3.15** Listen to five sentences describing one of the jobs above. After each sentence, try to guess which job it is. surfing instructor

C **Student A**: turn to page 141. **Student B**: turn to page 144. Read the sentences and guess your partner's job.

OK, number one: I usually work inside ...

Are you a barista?

D Now choose another job from this unit. Write five sentences to describe the job.

E Work in groups of 3 or 4. Take turns reading your job descriptions. Your group members must try to guess the job you are describing.

Asking for clarification

Can you repeat that, please? *Sorry, what did you say?* *Can you say that again?*

WRITING Describing a dream job

Imagine you have your dream job. Write about what you do, and why you like it. Answers will vary

I work as a dog trainer. I teach dogs to behave well and follow instructions. It's fun but challenging. I enjoy it because I love animals and I enjoy meeting new people, too.

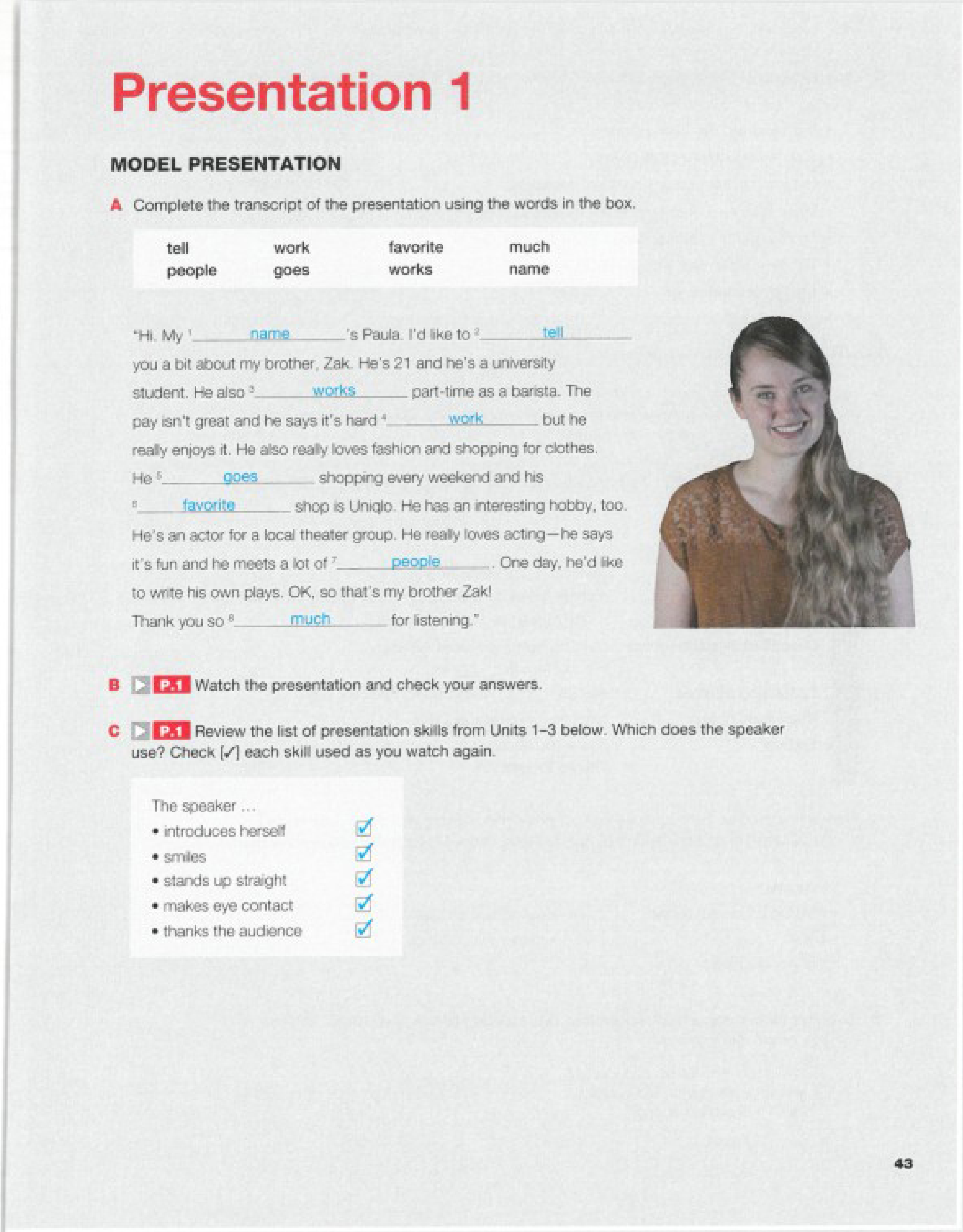
Tell group members that they cannot make more than one guess per sentence, but they can ask for clarification. Point out the sample questions in the **Asking for Clarification** box.

WRITING

Explain that students should use simple present when writing about what they do. Read the example aloud. Point out that the writer talks only about good points.

CHALLENGE Have students also add some negative points about their dream jobs. Remind them of Burkard's message that a little struggle makes a job better.

EXTENSION ACTIVITY Have students interview each other about their dream jobs. Review the chart **Asking about and describing jobs** in Lesson B (page 36 of the Student Book) before doing the interview.



Presentation 1

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

tell	work	favorite	much
people	goes	works	name

"Hi. My 1 ___name___'s Paula. I'd like to 2 ___tell___ you a bit about my brother, Zak. He's 21 and he's a university student. He also 3 ___works___ part-time as a barista. The pay isn't great and he says it's hard 4 ___work___ but he really enjoys it. He also really loves fashion and shopping for clothes. He 5 ___goes___ shopping every weekend and his 6 ___favorite___ shop is Uniqlo. He has an interesting hobby, too. He's an actor for a local theater group. He really loves acting—he says it's fun and he meets a lot of 7 ___people___. One day, he'd like to write his own plays. OK, so that's my brother Zak! Thank you so 8 ___much___ for listening."

B P.1 Watch the presentation and check your answers.

C P.1 Review the list of presentation skills from Units 1–3 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker …
- introduces herself ☑
- smiles ☑
- stands up straight ☑
- makes eye contact ☑
- thanks the audience ☑

43

Presentation 1

Aims: Students give a short presentation to a partner to introduce someone they know, using each of the presentation skills they've learned in Unit 1.

MODEL PRESENTATION

A Have students work individually to complete the transcript. Elicit some basic points about the presentation:

1. What is the purpose of the presentation? (to make an introduction)
2. Who is speaking? (Paula)
3. Who is she talking about? (her brother Zak)
4. What three topics does she talk about? (his job, passions, and dream job)

B P.1 Play the video/audio to check answers.

C Have students preview the task.

P.1 Play the video again. Check answers as a class.

Elicit the presentation skills from units 1–3:

1. introducing yourself
2. using effective body language
3. thanking the audience

Elicit the language that the speaker uses for introducing herself (*Hi. My name's Paula.*) and for thanking the audience. (*Thank you so much for listening.*)

Review the presentation skills from Units 1–3 in more detail. Elicit the language options that students learned.

Introducing yourself: *I'm …; I'd like to introduce myself. My name is …*

Note that some new phrases for this skill are introduced on page 44.

Using effective body language: *keep your body open, stand up straight, gesture with hands open, make eye contact with the audience, smile*

Thanking the audience: *Thank you; Thank you so much; Thank you very much.*

D Explain that instead of writing out her entire speech, Paula uses notes as cues to help her during her talk. Point out that the key phrases in her notes remind her of what she should say.

Have students work individually to complete the activity. Then students check answers in pairs.

Elicit the topics that Paula forgot to say: *her brother studies art, he dreams of starring in a movie.*

Ask students if they think the information that Paula forgot is essential or not. Ask if their image of Zak changed at all after learning the information.

CHALLENGE Have students rewrite Paula's notes as a mind map. Ask them to think about which note-taking style they prefer for their own presentations.

YOUR TURN

A Give students time to write their speech notes. Point out that they can write linear notes similar to Paula's, or they can write a mind map.

Ask students to choose someone whom they know well, like Paula did. Elicit both the basic information and specific topics that Paula included in her speech. Write them on the board:

Basic information to introduce: *name, age, relationship to you*

Topics to talk about: *school, job, likes, hobbies, dreams*

Ask students for some additional ideas for basic information that they could include in their presentations. Suggestions include *hometown, where the person lives now, family information*, etc.

Draw students' attention to the topic *Likes*. Elicit some examples of each. Suggestions include *music, movies, food, sports, video games, books*, etc.

Remind students to also give information about favorites when they talk about the person's likes. Point out that students can talk about dislikes as well if they are interesting.

Note that some of the likes can also be hobbies, depending on how regularly the person does them. Explain that a hobby usually involves a certain level of effort and commitment, like playing an instrument.

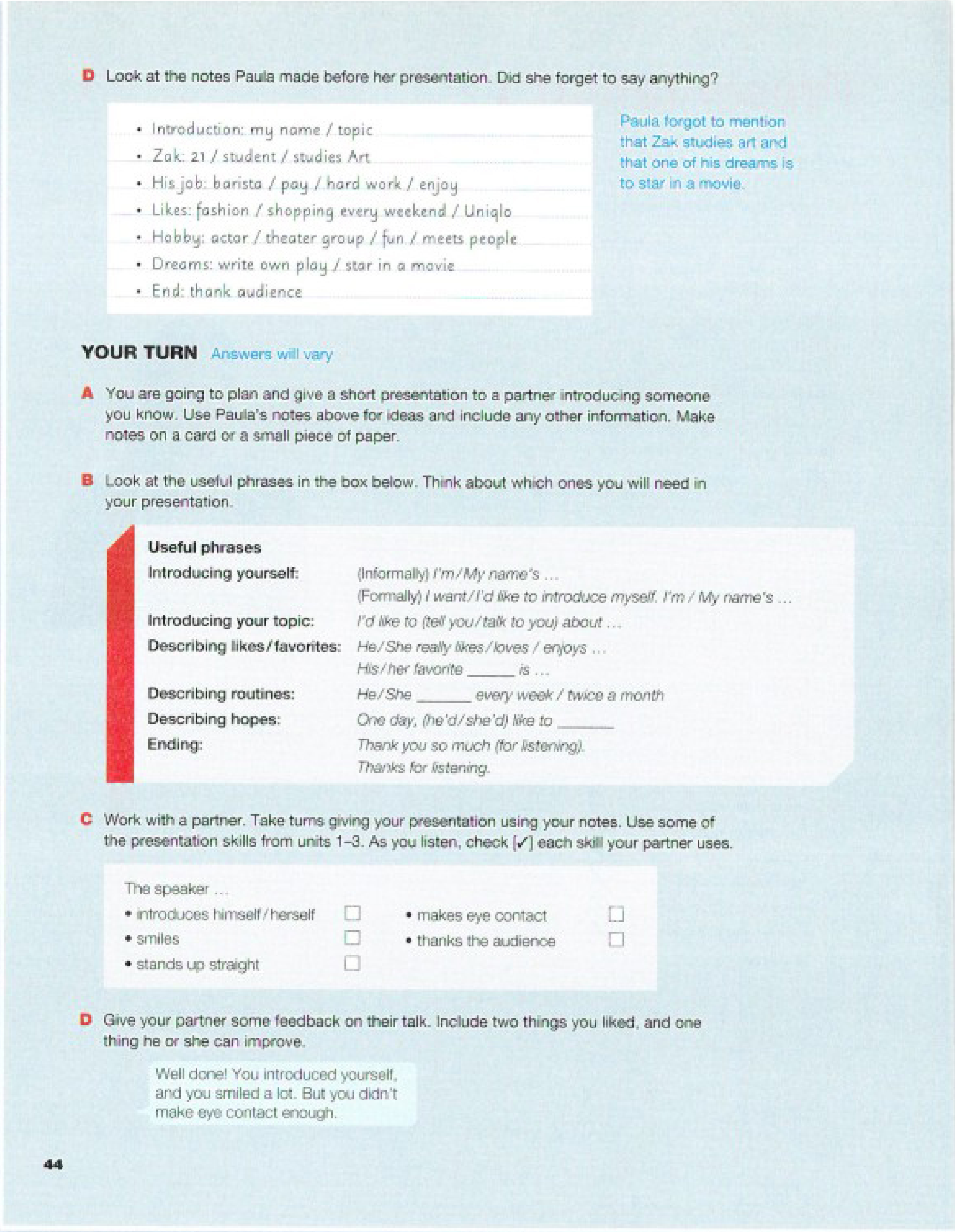
B Read the useful phrases aloud as students repeat.

C Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partners their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for both being speakers and audience members in **Lesson E** of each unit. Review the language.

For Speakers:

Adding extra information: *and …, Also, …, What's more …, In addition …*



D Look at the notes Paula made before her presentation. Did she forget to say anything?

- Introduction: my name / topic
- Zak: 21 / student / studies Art
- His job: barista / pay / hard work / enjoy
- Likes: fashion / shopping every weekend / Uniqlo
- Hobby: actor / theater group / fun / meets people
- Dreams: write own play / star in a movie
- End: thank audience

Paula forgot to mention that Zak studies art and that one of his dreams is to star in a movie.

YOUR TURN Answers will vary

A You are going to plan and give a short presentation to a partner introducing someone you know. Use Paula's notes above for ideas and include any other information. Make notes on a card or a small piece of paper.

B Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Introducing yourself:	(Informally) *I'm/My name's …* (Formally) *I want/I'd like to introduce myself. I'm / My name's …*
Introducing your topic:	*I'd like to (tell you/talk to you) about …*
Describing likes/favorites:	*He/She really likes/loves / enjoys …* *His/her favorite _____ is …*
Describing routines:	*He/She _____ every week / twice a month*
Describing hopes:	*One day, (he'd/she'd) like to _____*
Ending:	*Thank you so much (for listening).* *Thanks for listening.*

C Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from units 1–3. As you listen, check [✓] each skill your partner uses.

The speaker …
- introduces himself/herself ☐
- smiles ☐
- stands up straight ☐
- makes eye contact ☐
- thanks the audience ☐

D Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

Well done! You introduced yourself, and you smiled a lot. But you didn't make eye contact enough.

For Listeners:

Showing interest: *Really? Yeah? Wow! Cool! That's great!*

Asking for clarification: *Can you repeat that please? Sorry, what did you say? Can you say that again?*

D Explain that when offering feedback after hearing a presentation, it's good to start by praising the presenter first. Introduce some simple phrases for students to praise each other: *Well done; Good job; You did great; That was really good.*

Explain that after giving praise, students should offer some positive feedback, just like the speaker in the example. (*You introduced yourself, and you smiled a lot.*) Then they should offer any points that need to be improved. (*But you didn't make eye contact enough.*)

4 Talents

> “I'd like to give you guys a bit of a demonstration about what I do.”

Tom Thum
Beatboxer, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about abilities and talents.
- read about an unusual career.
- watch a TED Talk about turning an unusual talent into a career.

WARM UP

▶ 4.1 Watch part of Tom Thum's TED Talk. Answer the questions with a partner.

1 How would you describe Thum's performance?
Answers will vary
2 Look through this unit. What other talents do you see?
Answers will vary

4

Talents

WARM UP

Have students look over the picture, caption, and quote on the page.

▶ 4.1 Play the preview clip of the TED Talk. Elicit or review the meaning of *demonstration*.

Language Note

A *demonstration* is a kind of presentation that usually shows how something is done.

Note that in the unit, students will encounter the words *talents, skills,* and *abilities*, which refer to being able to do something.

For question 1, elicit adjectives used to describe Tom Thum's performance. Some examples include *amazing, lively, unusual, crazy,* and *surprising*. Write on the board:

> *I like it. I think it's exciting/cool/ amazing,* etc.
>
> *I don't like it. I think it's too fast/loud/ strange,* etc.

Make sure students understand that Tom is beatboxing, using only his voice to make the sounds.

For question 2, give students a few minutes to look through the unit before eliciting talents. Skills mentioned in the unit include sand sculpture, contact juggling, 'mathemagic', and professional gaming.

UNIT GOALS

Students will talk, read, and watch people who have made careers out of unique abilities. Students will use collocations and *can/can't* to introduce, describe, or demonstrate their talents to their classmates.

TED Speaker

Tom Thum is an Australian beatboxer who travels the world to teach and perform music.

TED Talk Summary

Beatboxer Tom Thum demonstrates how he uses only his voice to make music that sounds like it's being played by an entire band.

Idea Worth Spreading

Our talents may lead us to surprising and unique careers.

4A

What are you good at?

LESSON OVERVIEW

Aims: Learn collocations to describe abilities (verb + noun); use *can* and *can't*; practice talking about talents and abilities.

Target Vocabulary: give advice, give a presentation, make a decision, make a friend, play soccer, play video games, take a photo, take a test

VOCABULARY

A Have students work individually to complete the activity. Check answers as a class. Review collocations. See **Language Note** below.

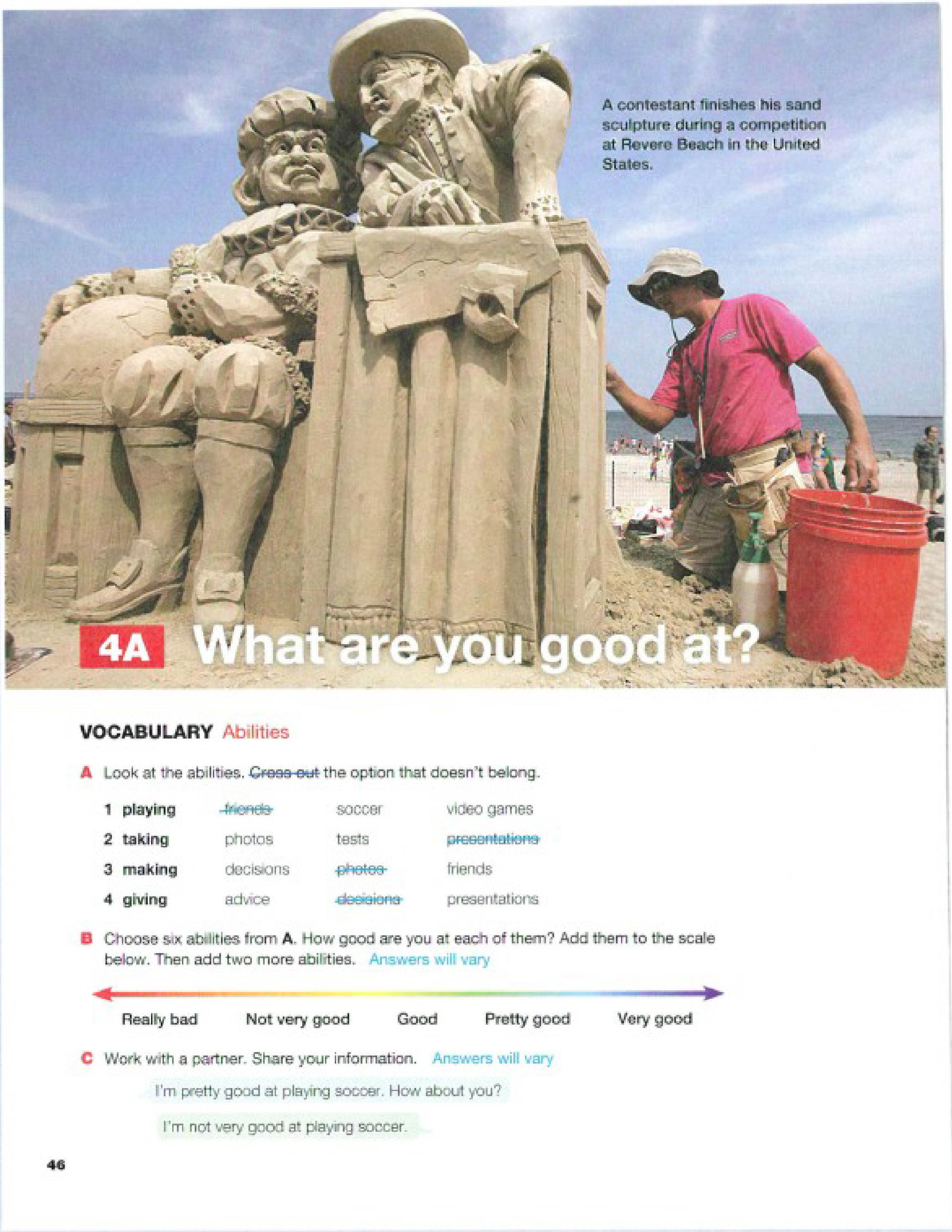
Write the four *-ing* verbs on the board. Elicit additional collocations to describe abilities. Suggestions include the following:
playing *tennis / basketball / chess;* taking *notes / breaks / tests;* making *money / jokes / trouble / mistakes;* giving *hugs / recommendations / time / choices*

Language Note

Collocations are words that go together. There are many combinations, such as adjective + noun (*heavy rain*), noun + noun (*weather report*), and present participle + noun (*pouring rain*).

Point out that knowing collocations is an important step to sounding natural in English. By reading and listening carefully, students can pick up many collocations to help their fluency. Note that when the noun in a collocation is singular, an indefinite article is usually added (*take a test, make a decision*).

B Have students work individually. Explain that they should decide their own level of talent and mark the line in the textbook.



A contestant finishes his sand sculpture during a competition at Revere Beach in the United States.

4A What are you good at?

VOCABULARY Abilities

A Look at the abilities. ~~Cross out~~ the option that doesn't belong.

1 **playing**	~~friends~~	soccer	video games
2 **taking**	photos	tests	~~presentations~~
3 **making**	decisions	~~photos~~	friends
4 **giving**	advice	~~decisions~~	presentations

B Choose six abilities from **A**. How good are you at each of them? Add them to the scale below. Then add two more abilities. Answers will vary

Really bad — Not very good — Good — Pretty good — Very good

C Work with a partner. Share your information. Answers will vary

I'm pretty good at playing soccer. How about you?

I'm not very good at playing soccer.

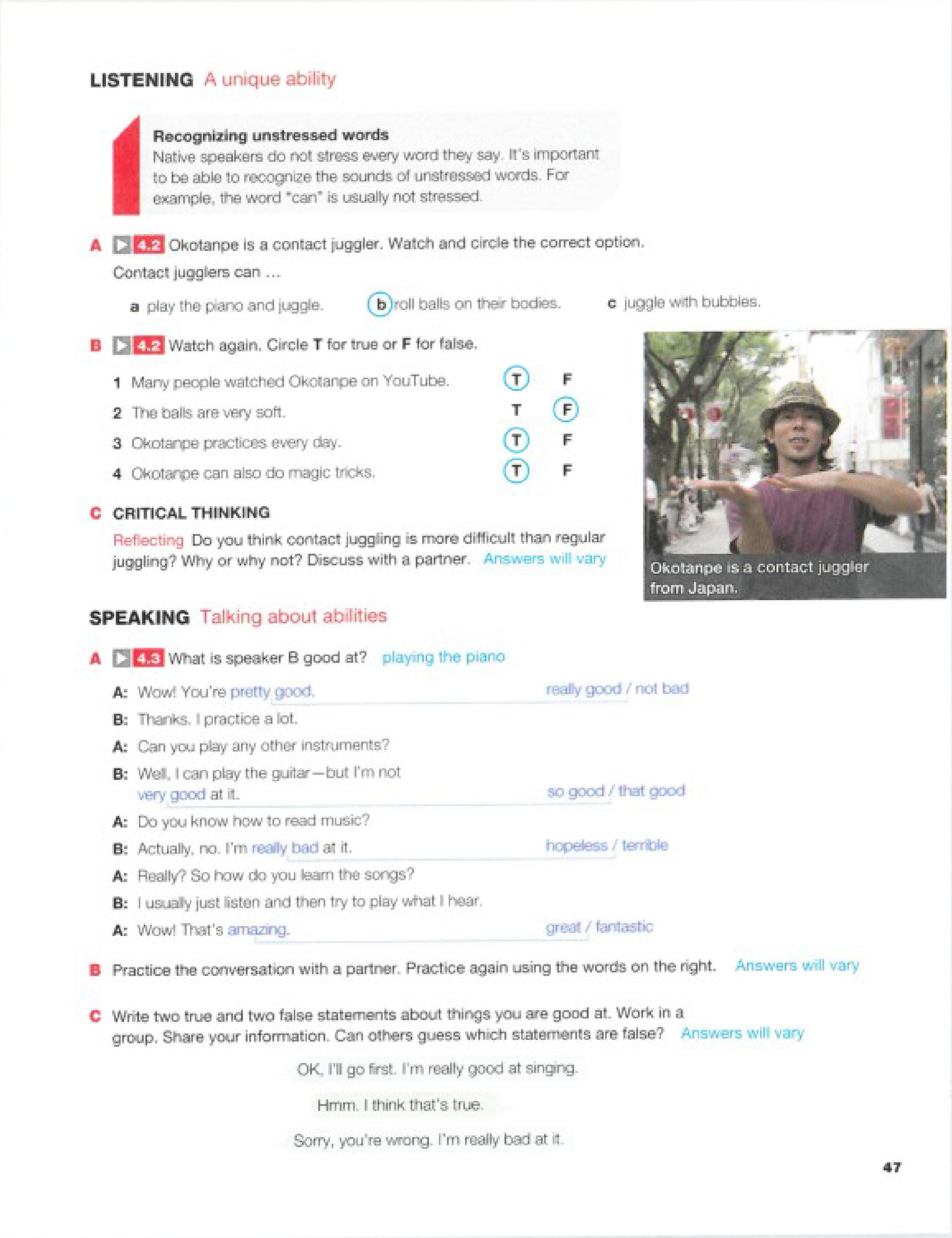
CHALLENGE Elicit synonyms to prepare students for their discussion in **C**. Suggestions in order from right to left on the scale include *really good, fairly good, OK, not great, awful.*

C Have students work in pairs. Model the conversation with a volunteer. For the first example, introduce the opening question *What are you good at?* Explain that students can give a range of answers to this question, including *very good, pretty good*, and good. For the second example, introduce *What are you not good at?* for which students can use *not very good* and *really bad.*

If time permits, have students change partners and have the conversation again.

CHALLENGE Have the class brainstorm a list of opening questions for the conversation. Write them on the board. Some suggestions:

What can you do really well? What's your best talent? What are you not so good at?



LISTENING A unique ability

Recognizing unstressed words
Native speakers do not stress every word they say. It's important to be able to recognize the sounds of unstressed words. For example, the word "can" is usually not stressed.

A ▶ 4.2 Okotanpe is a contact juggler. Watch and circle the correct option.

Contact jugglers can …

a play the piano and juggle. [✓ **b**] roll balls on their bodies. **c** juggle with bubbles.

B ▶ 4.2 Watch again. Circle **T** for true or **F** for false.

1 Many people watched Okotanpe on YouTube. [✓ T] F
2 The balls are very soft. T [✓ F]
3 Okotanpe practices every day. [✓ T] F
4 Okotanpe can also do magic tricks. [✓ T] F

C CRITICAL THINKING

Reflecting Do you think contact juggling is more difficult than regular juggling? Why or why not? Discuss with a partner. Answers will vary

Okotanpe is a contact juggler from Japan.

SPEAKING Talking about abilities

A ▶ 4.3 What is speaker B good at? playing the piano

A: Wow! You're pretty good. really good / not bad
B: Thanks. I practice a lot.
A: Can you play any other instruments?
B: Well, I can play the guitar—but I'm not very good at it. so good / that good
A: Do you know how to read music?
B: Actually, no. I'm really bad at it. hopeless / terrible
A: Really? So how do you learn the songs?
B: I usually just listen and then try to play what I hear.
A: Wow! That's amazing. great / fantastic

B Practice the conversation with a partner. Practice again using the words on the right. Answers will vary

C Write two true and two false statements about things you are good at. Work in a group. Share your information. Can others guess which statements are false? Answers will vary

OK, I'll go first. I'm really good at singing.

Hmm. I think that's true.

Sorry, you're wrong. I'm really bad at it.

LISTENING

Read **Recognizing Unstressed Words** aloud. Explain that native speakers are rarely aware that they are not stressing specific words or sounds. Note that students will learn about reduced sounds in Unit 8 and linked sounds in Unit 12.

A ▶ 4.2 Play the audio/video. Have students circle the correct option as they watch.

B Give students time to preview the task.

▶ 4.2 Play the audio/video again. Check answers as a class. Elicit how to make each false sentence true.

C CRITICAL THINKING Point out that students are sharing their opinions, so partners may not have the same answers. Explain that students should give reasons to support their opinions.

SPEAKING

A Ask students to read along as they watch.

▶ 4.3 Play the video. Check answers as a class. Note that the speaker is good at both playing the instrument pictured in the video (the piano) as well as learning music by ear.

Elicit the meaning of *read music*. Students guess the meaning based on context (the topic and content of the conversation). Be sure students understand that someone who *reads music* can recognize musical notes and play sheet music. Note that the speaker cannot read music but instead plays it by ear.

B ▶ 4.3 Play the audio/video again, pausing after each line, so students can repeat.

Model the conversation aloud with a student. Then have students work in pairs to practice the conversation. Make sure they alternate between A and B roles. Have them practice again using the words on the right side.

C Give students time to work individually to write the statements. Then divide the class into groups of four.

Explain that after each member reads a statement, other group members should react. Model the example conversation with a student. Write on the board some possible reactions that group members can use during the discussion:

I think that's true / false.

Well, I'm pretty sure you are / are not good at …

Umm, I don't think you know how to …

EXTENSION ACTIVITY Divide groups into pairs. Explain that each partner is going to introduce the other partner's statements to a new group. Divide the class into new groups of four. Point out that students should use *She / He is …* when introducing his or her partner's talents.

4B

What talents do you have?

LESSON OVERVIEW

Aims: Understand an infographic about unusual jobs; use *can/can't* to describe abilities; ask and answer questions about talents.

Infographic Summary: Some unique jobs and the skills needed for doing them are explained.

LANGUAGE FOCUS

A ▶ 4.4 Play the audio/video as students read along. Then give them time to look over the infographic.

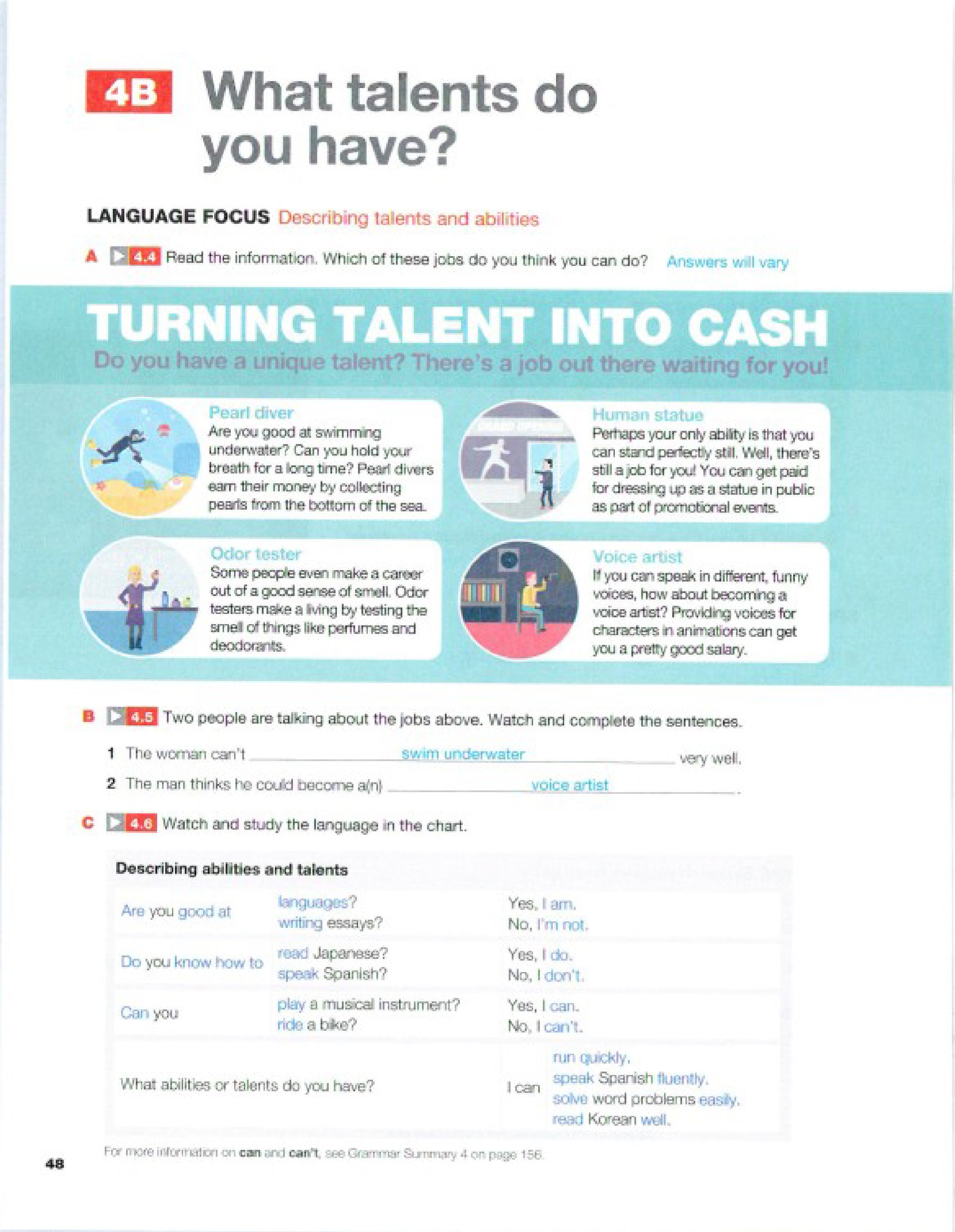
Elicit or explain the meaning of unfamiliar terms, such as *pearl, hold your breath, odor, perfume, deodorant, statue, stand still, promotional event,* and *voice artist.*

CHALLENGE Have students work in pairs to say which of the jobs in the infographic they think they can do. Encourage students to talk about their abilities.

B Have students preview the task. Encourage them to practice listening selectively for the information they need to complete the activity.

▶ 4.5 Play the audio/video. Elicit ideas from students about the context of the conversation. Ask them where the two speakers might be or what they might be doing. Some ideas include a job fair, looking at job advertisements online or in a newspaper, on a job board at school, etc.

Point out that the conversation introduces the question *How about becoming a (job title)?* Note that this question is not introduced in the language chart in **C**, but it is a useful question for students to know for speaking activities later in the unit.



4B What talents do you have?

LANGUAGE FOCUS Describing talents and abilities

A ▶ 4.4 Read the information. Which of these jobs do you think you can do? Answers will vary

TURNING TALENT INTO CASH

Do you have a unique talent? There's a job out there waiting for you!

Pearl diver
Are you good at swimming underwater? Can you hold your breath for a long time? Pearl divers earn their money by collecting pearls from the bottom of the sea.

Human statue
Perhaps your only ability is that you can stand perfectly still. Well, there's still a job for you! You can get paid for dressing up as a statue in public as part of promotional events.

Odor tester
Some people even make a career out of a good sense of smell. Odor testers make a living by testing the smell of things like perfumes and deodorants.

Voice artist
If you can speak in different, funny voices, how about becoming a voice artist? Providing voices for characters in animations can get you a pretty good salary.

B ▶ 4.5 Two people are talking about the jobs above. Watch and complete the sentences.

1 The woman can't _____swim underwater_____ very well.
2 The man thinks he could become a(n) _____voice artist_____.

C ▶ 4.6 Watch and study the language in the chart.

Describing abilities and talents

Are you good at	languages? writing essays?	Yes, I am. No, I'm not.	
Do you know how to	read Japanese? speak Spanish?	Yes, I do. No, I don't.	
Can you	play a musical instrument? ride a bike?	Yes, I can. No, I can't.	
What abilities or talents do you have?		I can	run quickly. speak Spanish fluently. solve word problems easily. read Korean well.

For more information on **can** and **can't**, see Grammar Summary 4 on page 156.

C Have students read over the language chart before playing the audio. Tell them to pay attention to both positive and negative answer options for each question.

▶ 4.6 Play the audio/video.

▶ 4.6 Play the audio/video again and have students read aloud. Draw students' attention to the reply column to review that the verbs in the *Yes/No* replies match the verbs in the questions.

Direct students to page 156 for more information.

D Complete each question with one word.

1 Do you ___know___ how to say hello in Chinese?
2 Are you ___good___ at writing essays?
3 ___Can___ you hold your breath for one minute?
4 Are you good ___at___ swimming underwater?
5 ___Can___ you play a musical instrument?
6 Do you know ___how___ to count to ten in Spanish?

E Work with a partner. Take turns asking the questions in **D**. Answer with your own information.

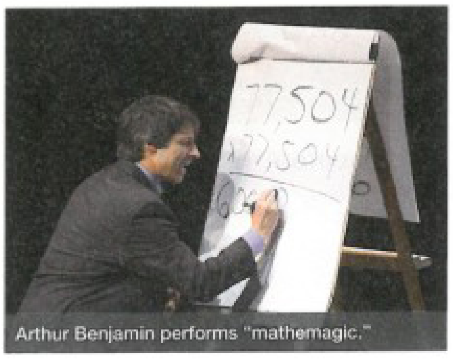
F ▶ **4.7** Complete the information using the words in the box. One word is extra. Listen and check your answers.

can	easily	do	good	doing	well

Arthur Benjamin is a math professor. But he also has a second job—as a "mathemagician."

As you can guess, Benjamin is very ^{1}___good___ at math. But he also knows how to ^{2}___do___ magic, and he combines his two passions into amazing performances.

Benjamin is really good at ^{3}___doing___ difficult math quickly. During his performances, Benjamin invites audience members with calculators on stage. He races them to see who ^{4}___can___ solve a difficult math problem first. Benjamin wins ^{5}___easily___ almost every time.



Arthur Benjamin performs "mathemagic."

SPEAKING A talented class

A Complete the list of questions below with two more unusual abilities or talents. Answers will vary

Can you say the alphabet backward?	
Can you stand on one foot for 20 seconds?	
Do you know how to say hello in French?	
Can you touch your toes without bending your knees?	
Do you know how to sing "Happy Birthday" in English?	
Do you know how to ____________________?	
Can you ____________________?	

B Walk around the class and ask the questions. Make the person *show* you the ability. Write the names of people who have the abilities. Get a different name for each talent. Answers will vary

OK, can you say the alphabet backward?

Yeah, I think so. Watch me. I'll show you.

Grammar Note

The questions in the language chart show how to ask about abilities using the present simple tense. For the question *Are you good at … ?* point out that we use a noun or a *-ing* verb. Remind students that *can* means to be able to, so we often use *can* when talking about abilities.

Remind students that they learned *What kind of … ?* in Unit 1 about likes and interests. Point out that they can also use that question here: *What kind of talents do you have?* Note this could be an alternate to the title question of the lesson: *What talents do you have?*

D Have students work individually to complete the questions. Tell students to use the chart on page 48 to check their answers in pairs.

SUPPORT To prepare students for **E**, ask volunteers to write each question on the board. Elicit example answers from students.

E Give students time to work individually to think about their answers. Then have them work in pairs. Remind them to use the language chart to support their discussion.

F Allow students time to work alone and complete the activity.

▶ **4.7** Play the audio/video and check answers as a class.

EXTENSION ACTIVITY Have students work in groups to summarize the story about Arthur Benjamin. Tell them to watch Arthur Benjamin's TED Talk online. Ask them to share their impressions of his unique skill.

See **Content Note** below for more on Benjamin. Note that he has given three TED Talks. His first talk was the Mathemagic show.

Content Note

Arthur Benjamin is a mathematics professor whose lectures range from advanced theoretical mathematics to "magic" shows that show off his ability to quickly do large calculations in his head. His first TED Talk was in 2005, and he has given three so far. He is the author of *The Magic of Math: Solving for* x *and Figuring Out Why.*

SPEAKING

A Ask students to look over the chart. Give them time to add new abilities. Encourage students to think of unique, fun abilities. Explain that students should be able to demonstrate the talent for them in class. Some examples include *beatboxing, dancing ballet, not blinking for 30 seconds,* and *whistling a tune.*

B Read the questions aloud as students repeat. Give students 5–10 minutes to find classmates that can do each talent. Tell students to prove their talents with a demonstration.

After students are finished, have a class discussion about the survey. Ask students to comment on who is good at what. Tell students to share their impressions of their classmates. For example,

Jun is really good at singing "Happy Birthday." I want him to sing to me at my next party!

4C

Pro gaming: a dream career?

LESSON OVERVIEW

Aims: Read and comprehend an article about pro gaming; understand purpose and support.

Target Vocabulary: advertisement, injury, retire, stress, tournament

Reading Summary: Pro gamers make a career out of playing video games. It sounds like every teenager's dream job, but actually the job is not as easy as we may think. Gamers have to spend over 14 hours a day playing games and often suffer injuries as a result. The reality is that a career as a pro gamer is often short and filled with stress.

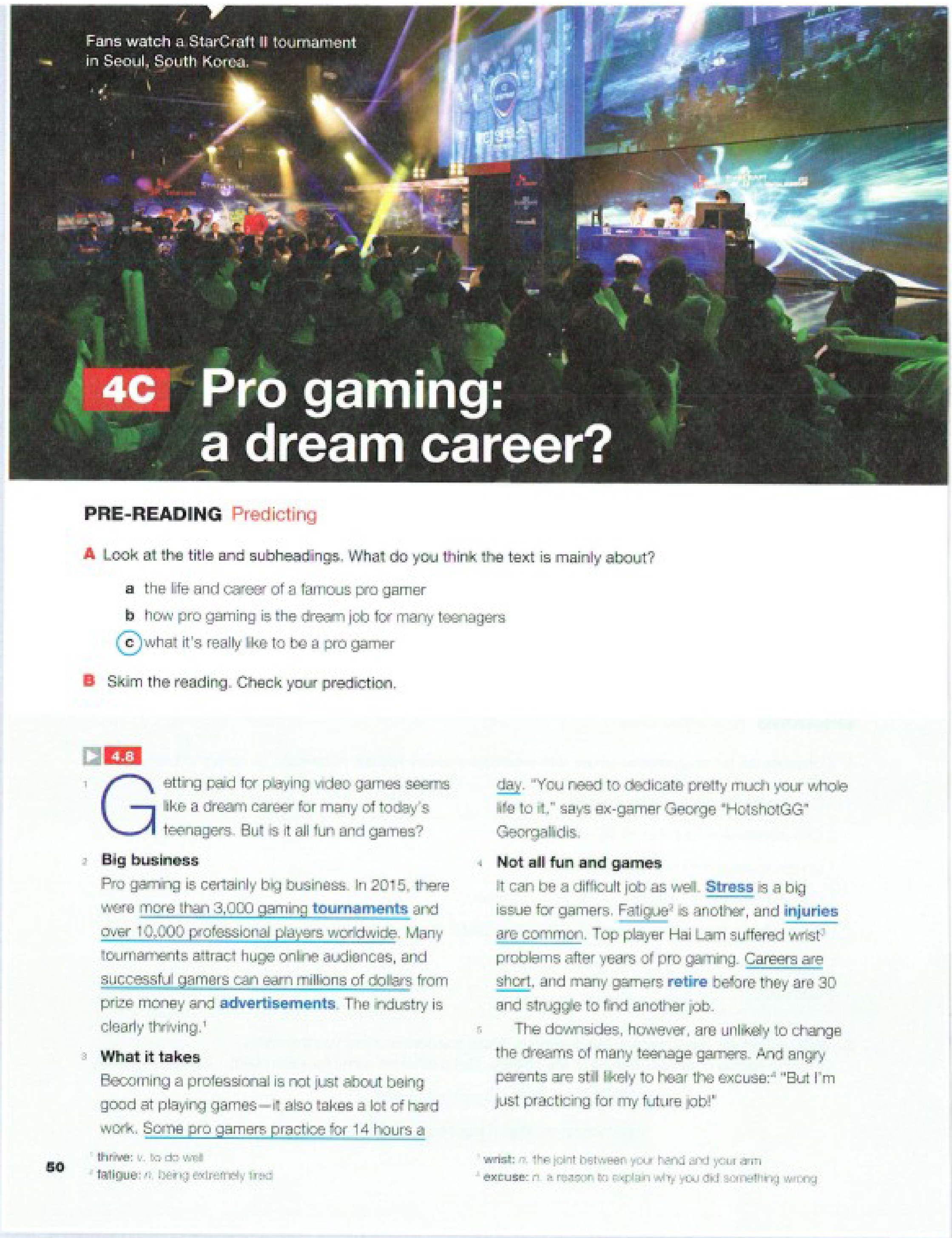
PRE-READING

A Explain that quickly reading over the title and subheadings can often give you hints about the topic and main ideas of an article. Point out that this is one part of skimming. Note that students will complete the second part of skimming in **B**. Give students only 10 seconds to answer the question.

Elicit which items gave students the best hints about the topic. Note that the title alone is not enough for students to get the answer. Point out that the more specific information in the subheadings is what helps narrow the topic.

B Tell students to complete their skimming of the passage by quickly reading the first paragraph, then the first and last sentence of each paragraph after that, and finally the entire last paragraph.

▶ **4.8** Play the audio/video while students read along and check answers. Explain any unfamiliar language. See **Language Note** below.



Fans watch a StarCraft II tournament in Seoul, South Korea.

4C Pro gaming: a dream career?

PRE-READING Predicting

A Look at the title and subheadings. What do you think the text is mainly about?

a the life and career of a famous pro gamer
b how pro gaming is the dream job for many teenagers
[✓ c] what it's really like to be a pro gamer

B Skim the reading. Check your prediction.

▶ 4.8

1 Getting paid for playing video games seems like a dream career for many of today's teenagers. But is it all fun and games?

2 **Big business**

Pro gaming is certainly big business. In 2015, there were more than 3,000 gaming **tournaments** and over 10,000 professional players worldwide. Many tournaments attract huge online audiences, and successful gamers can earn millions of dollars from prize money and **advertisements**. The industry is clearly thriving.[1]

3 **What it takes**

Becoming a professional is not just about being good at playing games—it also takes a lot of hard work. Some pro gamers practice for 14 hours a day. "You need to dedicate pretty much your whole life to it," says ex-gamer George "HotshotGG" Georgallidis.

4 **Not all fun and games**

It can be a difficult job as well. **Stress** is a big issue for gamers. Fatigue[2] is another, and **injuries** are common. Top player Hai Lam suffered wrist[3] problems after years of pro gaming. Careers are short, and many gamers **retire** before they are 30 and struggle to find another job.

5 The downsides, however, are unlikely to change the dreams of many teenage gamers. And angry parents are still likely to hear the excuse:[4] "But I'm just practicing for my future job!"

50

[1] **thrive:** *v.* to do well
[2] **fatigue:** *n.* being extremely tired
[3] **wrist:** *n.* the joint between your hand and your arm
[4] **excuse:** *n.* a reason to explain why you did something wrong

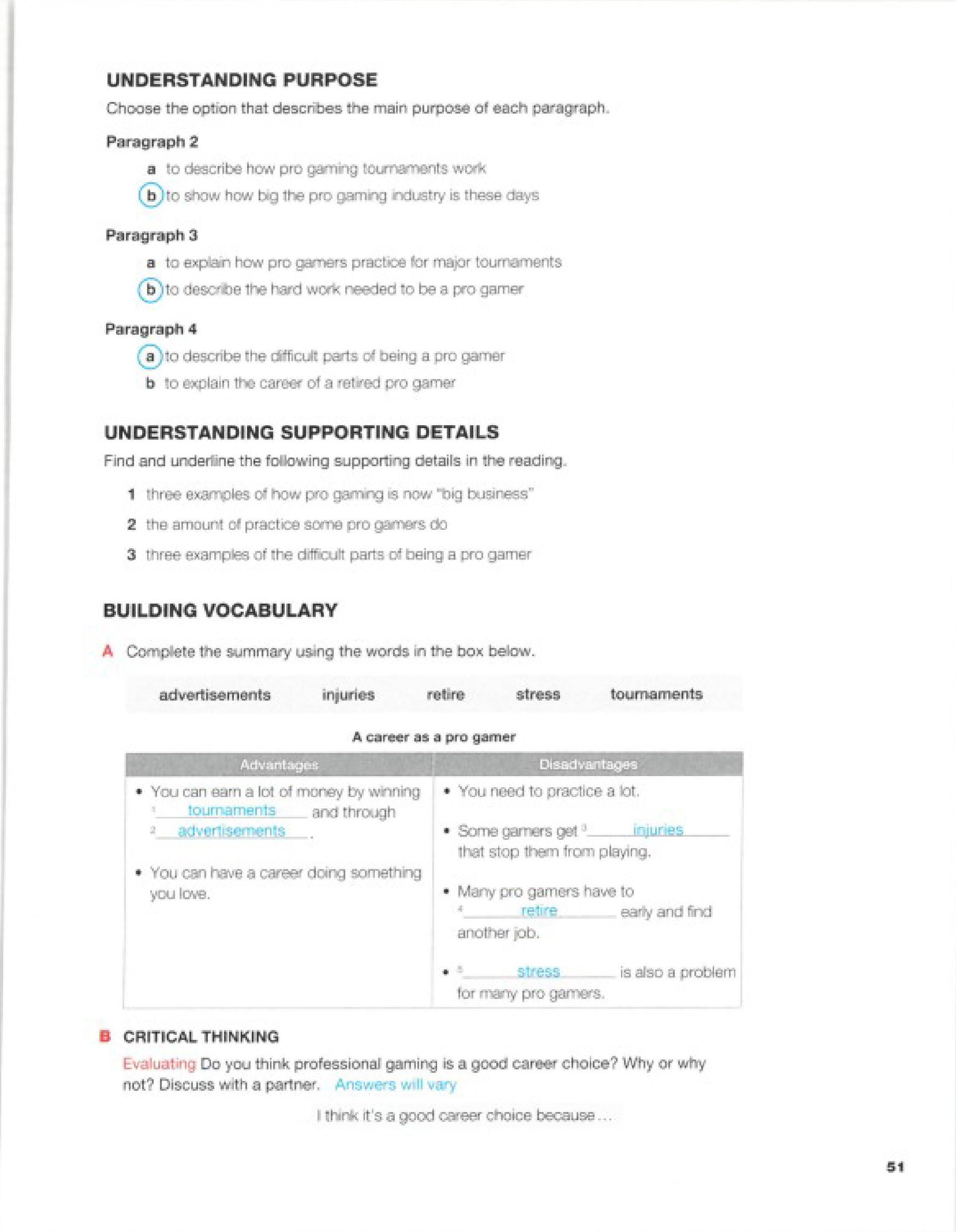
UNDERSTANDING PURPOSE

Before students complete the activity, elicit the overall purpose of the passage: to show that pro gaming is not as easy as many people think. Note line 3 in paragraph 1 gives a question that shows this purpose: *But is it all fun and games?* See **Language Note** below.

Explain that each paragraph's purpose connects back to the main message of the passage. Remind students that paragraphs are supposed to help create a logical flow in writing, and every paragraph's message should be connected to the overall message of the whole passage.

Language Note

The term *tournament* is used for competitions that involve a number of rounds of playing. The winners go on to the next game or contest until someone wins the *prize*. Tournaments can be both for teams or for individual players. The term *prize money* is a collocation of two nouns that describes a cash gift given to the winner of a competition.



UNDERSTANDING PURPOSE

Choose the option that describes the main purpose of each paragraph.

Paragraph 2

a to describe how pro gaming tournaments work
[✓ **b**] to show how big the pro gaming industry is these days

Paragraph 3

a to explain how pro gamers practice for major tournaments
[✓ **b**] to describe the hard work needed to be a pro gamer

Paragraph 4

[✓ **a**] to describe the difficult parts of being a pro gamer
b to explain the career of a retired pro gamer

UNDERSTANDING SUPPORTING DETAILS

Find and underline the following supporting details in the reading.

1 three examples of how pro gaming is now "big business"
2 the amount of practice some pro gamers do
3 three examples of the difficult parts of being a pro gamer

BUILDING VOCABULARY

A Complete the summary using the words in the box below.

advertisements injuries retire stress tournaments

A career as a pro gamer

Advantages	Disadvantages
• You can earn a lot of money by winning 1 tournaments and through 2 advertisements.	• You need to practice a lot.
• You can have a career doing something you love.	• Some gamers get 3 injuries that stop them from playing.
	• Many pro gamers have to 4 retire early and find another job.
	• 5 stress is also a problem for many pro gamers.

B **CRITICAL THINKING**

Evaluating Do you think professional gaming is a good career choice? Why or why not? Discuss with a partner. Answers will vary

I think it's a good career choice because …

The idiom *all fun and games* is sometimes used as a negative (*not all fun and games*) to describe an activity that seems like it might be fun but actually is difficult or unpleasant.

Have students work individually to complete the activity. Check answers as a class. Elicit the line in each paragraph where students found the purpose. Explain that the sentence with the main message of each paragraph is the topic sentence.

UNDERSTANDING SUPPORTING DETAILS

Explain that details are given to support the topic sentence, or main message, of a paragraph. Note that supporting details in this passage are given mostly as examples. Point out that other common forms of support are statistics (item 2), anecdotes, and quotes.

Have students work in pairs to complete the activity. Check answers as a class.

EXTENSION ACTIVITY Divide the class into groups of three. Assign each group Unit 1, Unit 2, or Unit 3. Ask them to go back to the reading passage in **Lesson C** to identify the purpose and supporting details in two paragraphs of the passage. Then have groups with the same units get together to compare results.

BUILDING VOCABULARY

A Have students work individually to choose the correct words to complete the chart. Make sure students understand that the chart is showing *advantages* and *disadvantages* of being a pro gamer. If necessary, explain that advantages are positive points, and disadvantages are negative points. Note that the terms *pros* and *cons* are also commonly used.

Check answers as a class. Elicit new example sentences using each word.

B **CRITICAL THINKING** Read the questions aloud as students read along. Point out that students can use the language in the chart to support their discussion. Model the example with a volunteer.

Elicit some additional ways to talk about advantages and disadvantages. Possibilities include:

I don't think it's a good career choice because …

I'm not sure if I think it's a good career choice because …

I (don't) think I'd like to be a pro gamer because …

4D

The orchestra in my mouth

LESSON OVERVIEW

Aims: Watch and understand a demonstration of beatboxing; observe a speaker introducing a topic.

Target Vocabulary: allow, pursue, sound (n.), voice (n.)

TED Talk Summary: Australian hip-hop artist Tom Thum entertains the TED audience with his animated beatboxing skills. Using only his voice and mouth, he is able to replicate the sounds of an entire band or orchestra. He also gives a demonstration of Kaoss pads, which is the technology he uses to put all his different vocal sounds together. This unusual skill not only led him to the TED stage, but it has taken him around the world performing and speaking about beatboxing.

PREVIEWING

Read the paragraph aloud as students read along. Remind students that they saw the preview video of Tom Thum in the **Warm Up**.

Draw student's attention and elicit ideas about the lesson title: *The orchestra in my mouth*.

Check answers as a class. Elicit example sentences for each vocabulary word.

VIEWING

A Have students read the sentences. Tell them to practice listening selectively because they already know the information they need to listen for.

▶ **4.9** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video.

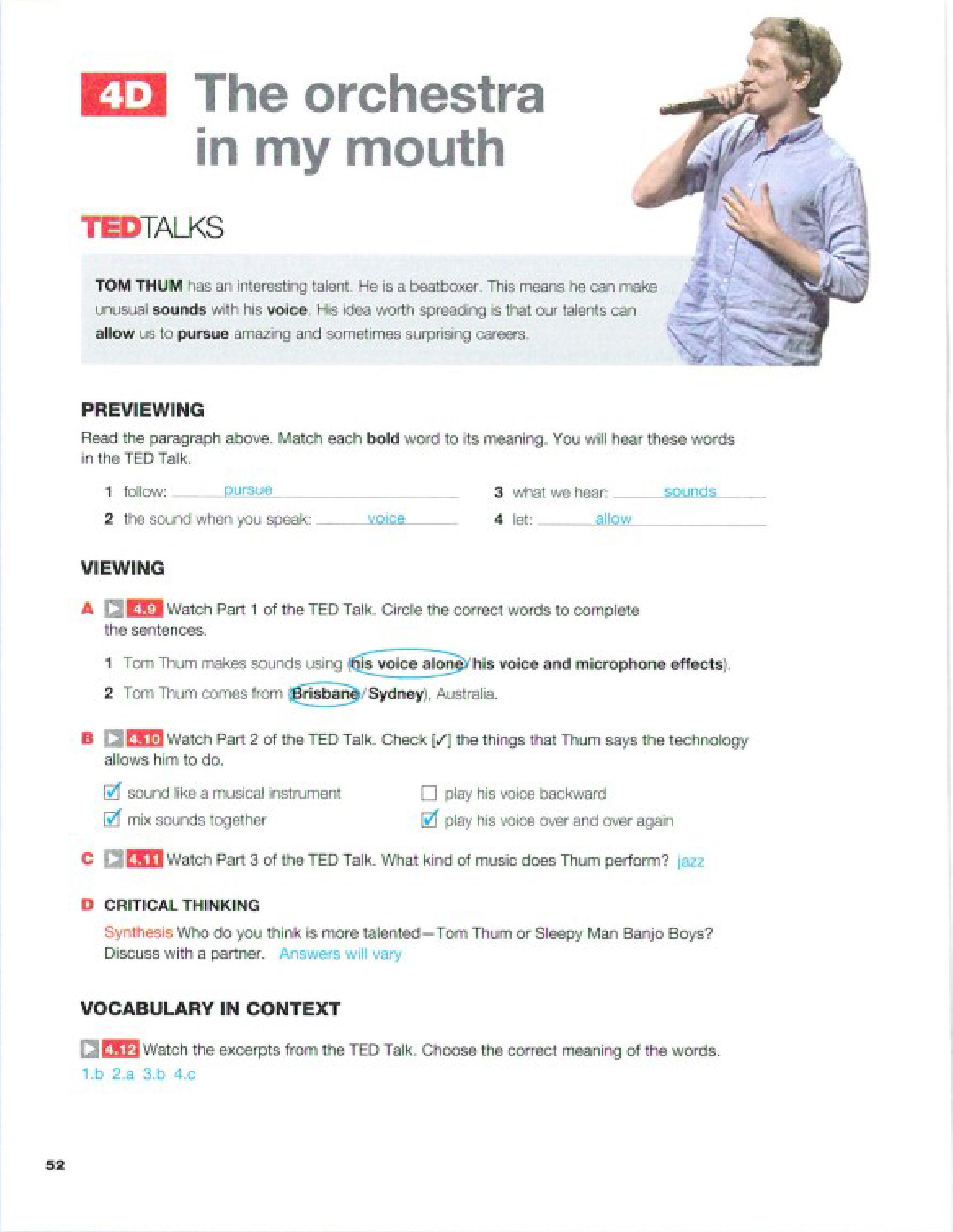
Elicit the statements with the target information. Write on the board:

1. *All the sounds you just heard were made entirely by using my voice.*
2. *You know, I'm from Brisbane, which is a great city to live in.*

B Have students preview the task.

▶ **4.10** Play Part 2 of the TED Talk. Give students time to note their answers.

C ▶ **4.11** Play Part 3 of the TED Talk. Then check answers as a class. Go over any unfamiliar language. See **Language Note** on the right.



4D The orchestra in my mouth

TEDTALKS

TOM THUM has an interesting talent. He is a beatboxer. This means he can make unusual **sounds** with his **voice**. His idea worth spreading is that our talents can **allow** us to **pursue** amazing and sometimes surprising careers.

PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 follow: pursue

2 the sound when you speak: voice

3 what we hear: sounds

4 let: allow

VIEWING

A ▶ **4.9** Watch Part 1 of the TED Talk. Circle the correct words to complete the sentences.

1 Tom Thum makes sounds using ([✓ **his voice alone**] / **his voice and microphone effects**).

2 Tom Thum comes from ([✓ **Brisbane**] / **Sydney**), Australia.

B ▶ **4.10** Watch Part 2 of the TED Talk. Check [✓] the things that Thum says the technology allows him to do.

☑ sound like a musical instrument
☑ mix sounds together
☐ play his voice backward
☑ play his voice over and over again

C ▶ **4.11** Watch Part 3 of the TED Talk. What kind of music does Thum perform? jazz

D CRITICAL THINKING

Synthesis Who do you think is more talented—Tom Thum or Sleepy Man Banjo Boys? Discuss with a partner. Answers will vary

VOCABULARY IN CONTEXT

▶ **4.12** Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1.b 2.a 3.b 4.c

52

PRESENTATION SKILLS Introducing a topic

Introducing your topic helps the audience know what to expect and helps the speaker structure the talk. Here are some useful phrases.

I'm going to discuss …	*I'd like to share with you …*
I want to show you …	*I'd love to give you some perspective on …*
I want to tell you about …	*I'd like to give a demonstration of …*

A ▶ **4.13** Watch the excerpts from Tom Thum's TED Talk. How does he introduce his topic? Complete the sentences.

1 "I'd like to give you guys a bit of a demonstration about what I do."

2 "I would like to share with you some technology that I brought …"

B ▶ **4.14** Complete the sentences from the TED Talks in the previous units. Write **a**, **b**, or **c**. Watch the excerpts to check your answers.

1 **Robbie Mizzone (Sleepy Man Banjo Boys)** "I'm just going to b."

2 **Jessi Arrington** "I'd really love to c."

3 **Chris Burkard** "I'd love to a."

a give you a little perspective on what a day in my life can look like

b take a second to introduce the band

c show you my week's worth of outfits right now

C Choose one of the topics below. Give a one-minute talk on that topic to your partner. Remember to introduce the topic first. Answers will vary

a talented person you know | a job you'd like | someone who has a job they love

"My name's Tom Thum, and I'm a beatboxer."

Language Note

Tom Thum refers to the audience as *you guys*, which is a casual way to address a group. Tom Thum's TED Talk has a very informal tone.

The adjective *stoked* is slang for *happy*.

When the audience applauds, the speaker says *Mom! I made it!* He is pretending to call out to his mother, so she can see how successful he has become.

D CRITICAL THINKING Read the questions aloud. Tell students to discuss with a partner the abilities and talents of the two different musicians. Point out that the question is not asking which performance the students enjoyed more, but which performer is more talented.

To support their discussion, write on the board:

Tom Thum can / The Sleep Man Banjo Band can …

Tom Thum knows how to / The brothers know how to …

Beatboxing / Bluegrass is …

EXTENSION ACTIVITY Divide students into small groups based on who they think is more talented. Tell groups to talk about how the musician(s) can use their talents throughout their lives. Ask students to come up with a list of ideas for jobs other than musician for each of the performers. Have groups present their lists to encourage a class debate about which skill is more versatile: playing an instrument or beatboxing.

VOCABULARY IN CONTEXT

▶ **4.12** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the **Presentation Skills** paragraph aloud as students read along. Have students repeat each of the introductions. Point out that just like with self-introductions, a topic can be introduced in a formal or informal manner.

▶ **4.13** Play the video and check answers as a class. Elicit the informal language that Tom Thum uses when introducing his demonstration. (*you guys*)

B Have students work individually to complete the sentences.

▶ **4.14** Play the video and check answers as a class.

Point out that introductions in the TED Talk are more informal than the examples in the **Presentation Skills** box. Note that in general, TED Talks are informal and friendly, but in academic or business settings, formal language is more appropriate.

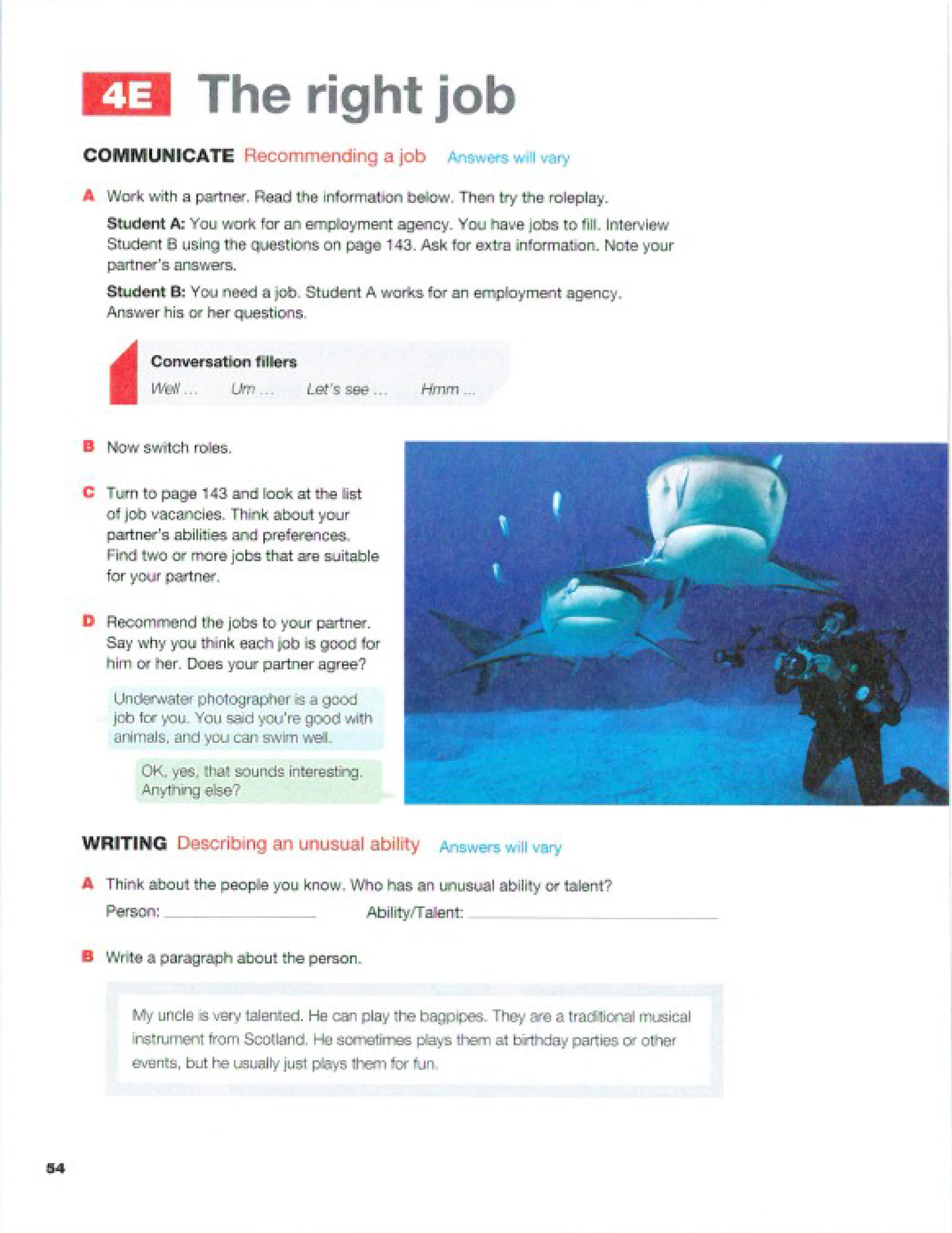
C Point out that the topics are ones that students have discussed in the units so far, so they are well prepared.

4E

The right job

LESSON OVERVIEW

Aims: Role-play a job interview; practice conversation fillers; write a description of an ability.



4E The right job

COMMUNICATE Recommending a job Answers will vary

A Work with a partner. Read the information below. Then try the roleplay.

Student A: You work for an employment agency. You have jobs to fill. Interview Student B using the questions on page 143. Ask for extra information. Note your partner's answers.

Student B: You need a job. Student A works for an employment agency. Answer his or her questions.

Conversation fillers

Well ... *Um ...* *Let's see ...* *Hmm ...*

B Now switch roles.

C Turn to page 143 and look at the list of job vacancies. Think about your partner's abilities and preferences. Find two or more jobs that are suitable for your partner.

D Recommend the jobs to your partner. Say why you think each job is good for him or her. Does your partner agree?

Underwater photographer is a good job for you. You said you're good with animals, and you can swim well.

OK, yes, that sounds interesting. Anything else?

WRITING Describing an unusual ability Answers will vary

A Think about the people you know. Who has an unusual ability or talent?

Person: ____________ Ability/Talent: ____________

B Write a paragraph about the person.

My uncle is very talented. He can play the bagpipes. They are a traditional musical instrument from Scotland. He sometimes plays them at birthday parties or other events, but he usually just plays them for fun.

COMMUNICATE

A Give students time to read the questions. Explain that they are going to role-play an interview between a job agency and someone looking for work.

Assign each student to A or B. Student A should ask all the questions and take notes as Student B answers.

Read the **Conversation Fillers** aloud. Explain that these are phrases that we say while thinking and speaking at the same time. Point out that fillers are more like sounds than words. Have students practice saying each.

CHALLENGE Have students add to the list. Some examples include:

Are you good with children? Can you swim? Do you know how to use a computer?

B Give students time to complete both interviews. Make sure they take notes on their partner's answers.

SUPPORT Write an opening for students to use at the beginning of the interview:

A: *Thank you for coming today.*
B: *Thank you for meeting with me.*

C Have students turn to page 143 for the job opening information. Tell students to read each job description and choose two jobs to recommend.

Explain that they should consider both their partner's skills and interests when recommending a job.

D Explain that students should give reasons for their job recommendations. Tell them to also offer advantages of the job. Encourage them to also offer some disadvantages if they are not interested in the job.

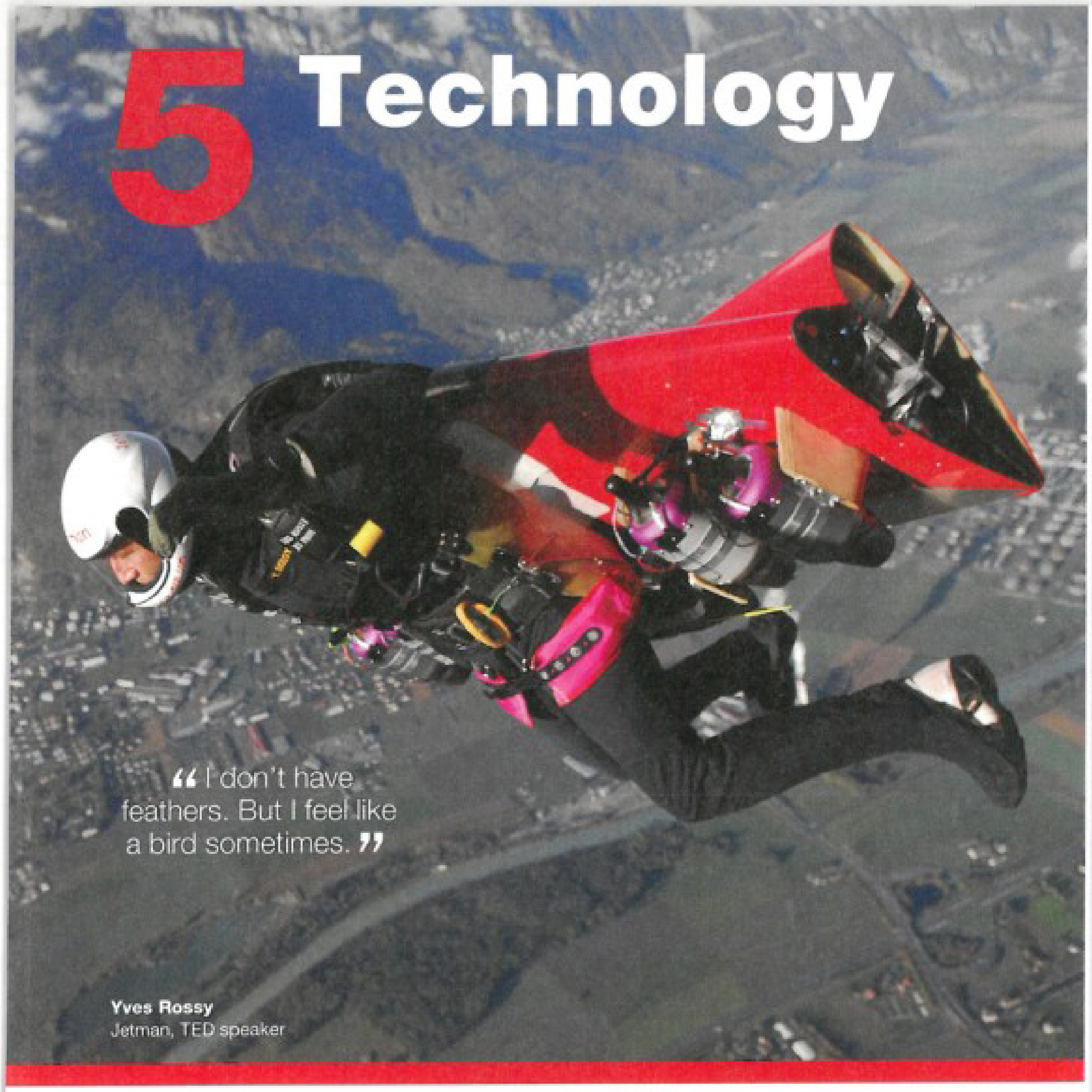
WRITING

A Give students time to think about and write down details about someone they know who has an unusual talent.

B Read the example aloud as students read along. Ask for volunteers to read their paragraphs to the class.

EXTENSION ACTIVITY Have students write a letter suggesting a job or career to the person they described in the **Writing** activity.

5 Technology



“I don't have feathers. But I feel like a bird sometimes.”

Yves Rossy
Jetman, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about how technology affects our lives.
- read about how a new technology allows a person to fly.
- watch a TED Talk about the excitement and challenges of flying.

WARM UP

▶ **5.1** Watch part of Yves Rossy's TED Talk. Answer the questions with a partner.

1 Would you like to fly like Rossy? Why or why not?
Answers will vary
2 How is this different from other types of flying?
Answers will vary

UNIT GOALS

The unit focuses on how technology is trying to improve the human experience. From wing machines to drones, to smartwatches to self-cleaning clothes, students are introduced to a variety of gadgets that attempt to make our lives easier and more exciting. Students will use *How many* and *How much* to ask questions about how technology works and quantifiers to give accurate responses. By the end of the unit, students can describe gadgets, as well as offer an analysis of their usefulness.

TED Speaker

Yves Rossy is a former military pilot who designed a machine to make himself into a Jetman.

TED Talk Summary

Watch Rossy soar through the sky in a some incredible video footage. Rossy then talks about his experiences in a question-and-answer session with the TED moderator.

Idea Worth Spreading

Integrating our bodies with new technology is letting us achieve new physical feats.

5

Technology

WARM UP

Have students look at the picture, caption, and quote on the page. Draw students' attention to the job title *Jetman* in the caption and elicit ideas about its meaning. Make sure students understand that a jet is a kind of airplane engine.

Write on the board: *I feel like a bird.*

Elicit the meaning of the sentence.

Language Note

Rossy uses the language *I feel like a* to compare himself to something that is not a human. It can also be used to compare the subject to something unreal or exaggerated. Additional examples include *I feel like a robot; I feel like a zombie; I feel like a movie star.*

▶ **5.1** Play the preview clip of the TED Talk.

For question 1, encourage students to talk about advantages and disadvantages using the language they learned in Unit 4.

For question 2, encourage students to use *but* when talking about differences.

EXTENSION ACTIVITY Have students flip through the unit to see the various technology that is introduced and ask students to choose one that they want to try. Tell them to explain why they want to try out that gadget.

5A

It's the latest thing.

LESSON OVERVIEW

Aims: Learn adjectives to describe gadgets; listen to a person talking about how drones help with his work; practice talking about a gadget.

Target Vocabulary: easy to use, expensive, fast, fun, light, modern, strong, thin

VOCABULARY

A Have students read the information before matching the words with their opposites. Check answers as a class. Elicit examples of things that each word could be used to describe. Some examples include the following:

easy to use: a toaster
expensive: a house
fast: a train
fun: an amusement park
light: a feather
modern: a skyscraper
strong: metal
thin: a slice of bread

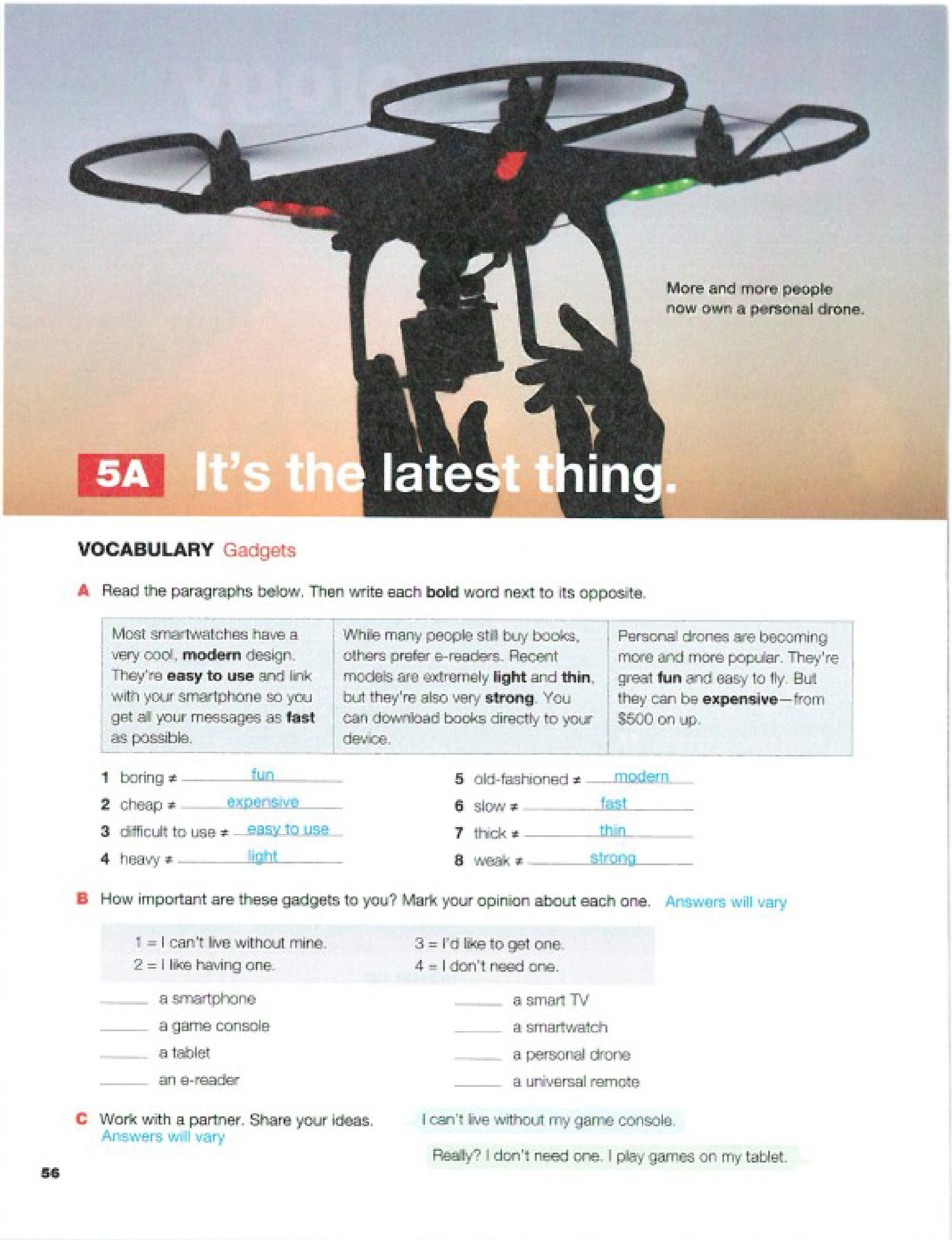
B Go over the meaning of each number rank. Then have students work individually to write their answers. See **Language Note** for more information about each of the gadgets.

Language Note

In regards to technology, the modifier *smart* is used to show that a device has additional uses usually connected to the Internet. A *smartphone* can be used as a computer, a camera, an alarm clock, etc. A *smart TV* can record your shows for you when you aren't home, and a *smartwatch* is like a personal computer and video phone for your wrist.

A *personal drone* could be used for taking photos or videos, delivering items, or even flying humans to other locations (like a helicopter).

A *universal remote* refers to one remote control that can be used for various appliances in your home.



More and more people now own a personal drone.

5A It's the latest thing.

VOCABULARY Gadgets

A Read the paragraphs below. Then write each **bold** word next to its opposite.

Most smartwatches have a very cool, **modern** design. They're **easy to use** and link with your smartphone so you get all your messages as **fast** as possible.	While many people still buy books, others prefer e-readers. Recent models are extremely **light** and **thin**, but they're also very **strong**. You can download books directly to your device.	Personal drones are becoming more and more popular. They're great **fun** and easy to fly. But they can be **expensive**—from $500 on up.

1 boring ≠ fun
2 cheap ≠ expensive
3 difficult to use ≠ easy to use
4 heavy ≠ light
5 old-fashioned ≠ modern
6 slow ≠ fast
7 thick ≠ thin
8 weak ≠ strong

B How important are these gadgets to you? Mark your opinion about each one. Answers will vary

1 = I can't live without mine.
2 = I like having one.
3 = I'd like to get one.
4 = I don't need one.

_____ a smartphone
_____ a game console
_____ a tablet
_____ an e-reader
_____ a smart TV
_____ a smartwatch
_____ a personal drone
_____ a universal remote

C Work with a partner. Share your ideas. Answers will vary

I can't live without my game console.

Really? I don't need one. I play games on my tablet.

C Model the conversation with a student.

EXTENSION ACTIVITY Have students name their #1 gadget for each rank. For example, what is the #1 gadget that they can't live without? The #1 gadget that they don't need? Have them share and compare lists with their partners.

LISTENING

Read **Listening for attitude** aloud as students read along. Explain more about positive and negative words. Point out that this mostly refers to modifiers.

Explain that a speaker's tone is also very important for understanding attitude. Model a simple sentence with two different tones to demonstrate how meaning can change: *You're funny*. Model it with a friendly tone and an unfriendly tone. In the first, the speaker is being complimentary; in the second, the speaker is being defensive or insulting.

LISTENING How I used drones to make an amazing video

Listening for attitude
In order to understand a speaker's attitude or opinion about something, listen for positive or negative words or phrases. Sometimes a speaker's tone can also give you a clue.

A ▶ 5.2 Sam Cossman is an explorer and filmmaker. What did he study in Vanuatu? Watch and circle the correct answer.

a a giant cave [✓ **b**] a volcano **c** a temple

B Watch again. Circle the correct options.

1 Cossman used drones to ([✓ **take images**] / **measure the temperature**).
2 Some drones were destroyed because of the (**strong winds** / [✓ **heat**]).
3 Cossman also used a special ([✓ **suit**] / **car**) to get close.
4 Cossman said he ([✓ **was**] / **wasn't**) afraid during his experience.

C **CRITICAL THINKING**

Applying What else could drones help to study? Discuss with a partner.
Answers will vary

Sam Cossman in Vanuatu

SPEAKING Talking about gadgets

A ▶ 5.3 Why does speaker B like his smartwatch? because it looks cool and it's easy to use

A: Is that a smartwatch?
B: Yeah.
A: How do you like it? How is it? / What do you think of it?
B: Oh, I love it. It looks cool, and it's really easy to use. user-friendly / practical
A: Yeah? What does it do?
B: Oh, a lot of things. For example, it can connect to my smartphone and send me messages. lots of / so many
A: Great. How much do they cost? How much are they? / What do they cost?
B: This one was $200. But the newer ones cost more.

B Practice the conversation with a partner. Practice again using the words on the right.

C Work with a partner. Choose one gadget that you know about. What do you like or dislike about it? Share your opinions. Answers will vary

I have a new tablet.

What do you think of it?

It's OK. It's really light, but it's not very easy to use.

Language Note

Adjectives express your attitude about a subject. Some adjectives have a stronger tone, for example, *bad, weak,* and *useless* are generally considered negative words while *good, strong,* and *useful* are positive.

Note that many words have a connotative meaning in addition to their dictionary meanings. A word's connotative meaning expresses the speaker's feeling. For example, you can describe someone as *childish* (negative) versus *childlike* (positive).

A ▶ 5.2 Play the audio/video. Have students circle the correct option as they watch.

B Remind students to also listen for the adjectives that the speaker uses in order to understand the speaker's attitude.

▶ 5.2 Give students time to preview the task. Play the audio/video again. Have students circle the correct options as they watch.

Make sure students understand that the speaker feels positive about the technology even though he lost some of the drones.

C **CRITICAL THINKING** Encourage students to think about their own topics of study at school and how drones could assist with research. Have each pair share one topic or idea with the class.

SPEAKING

A Ask students to read along as they watch and listen.

▶ 5.3 Play the audio/video. Check answers as a class.

Point out that the word options at the right are all alternate options with the same general meaning as the first option. Note the questions especially, as knowing more than one way to ask the same thing is very useful.

Write on the board:

What do you think of it? = How is it? = How do you like it?

How much do they cost? = How much are they? = What do they cost?

B Model the conversation aloud with a student using one set of the alternatives. Have students work in pairs to practice the conversation. Make sure they alternate between A and B.

C Have students work in pairs. Ask students to think of their most interesting new gadget. Model the conversation in the textbook with a volunteer.

SUPPORT Elicit or introduce possible opening questions for the conversation. Write them on the board along with the other questions from **A**:

Do you have any new gadgets? Have you bought any new tech lately?

5B

What does it do?

LESSON OVERVIEW

Aims: Read an infographic about wearable technology; use quantifiers; talk about a smart gadget.

Infographic Summary: The infographic displays new trends in wearable technology, from smart accessories to a vibrating tattoo. Each item aims to make the daily life of the wearer easier or more entertaining.

LANGUAGE FOCUS

A ▶ **5.4** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Ask them if they have used or seen any of the items in the infographic. Have students share their experiences if they've used any of the technology.

B Have students preview the task.

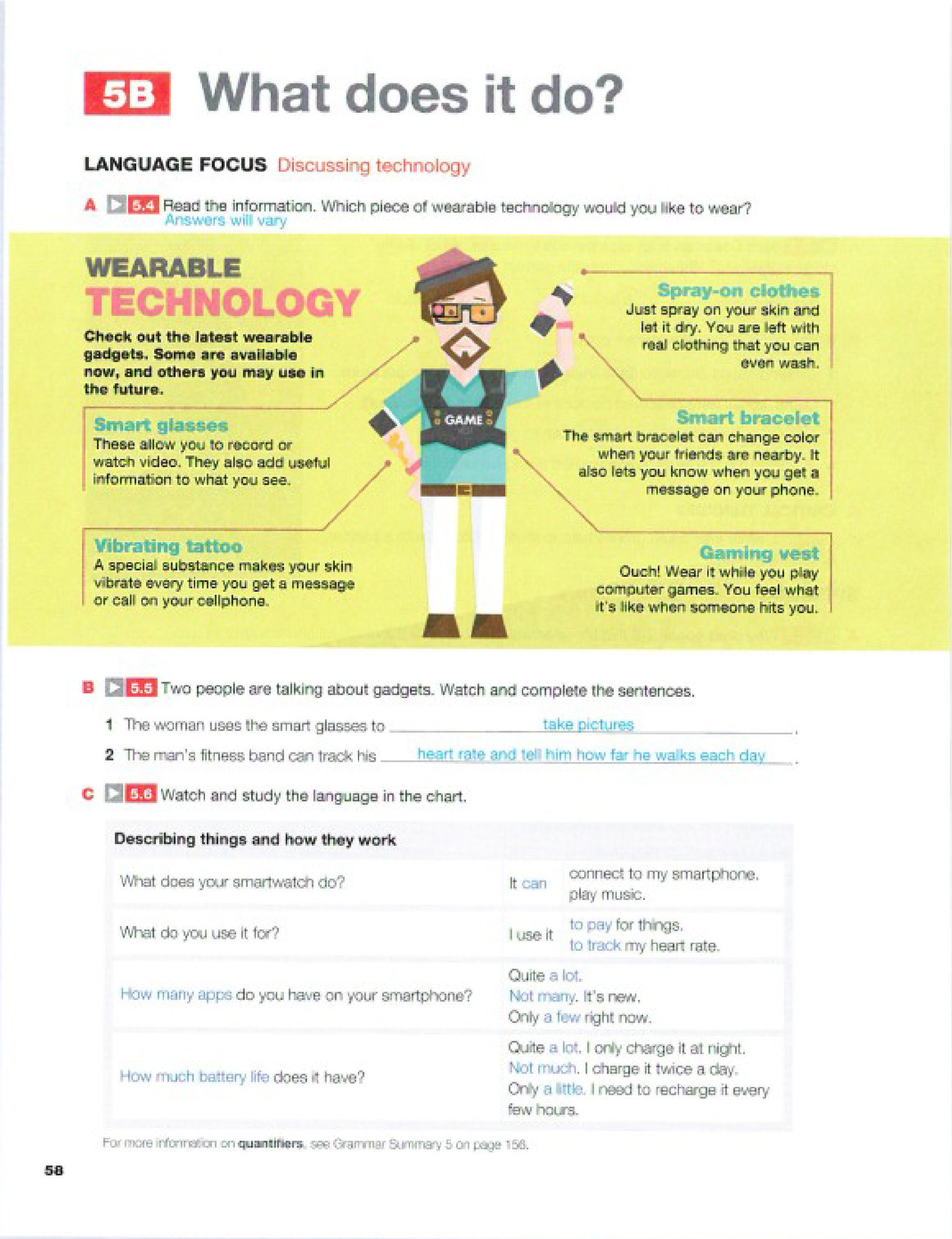
▶ **5.5** Play the audio/video. Check answers as a class.

Note that the *fitness band* mentioned in question 2 refers to a bracelet that tracks how many steps you take, as well as the number of heartbeats and how often you wake during the night.

C Have students read over the language chart before playing the audio. Ask them to pay attention to both answer options for each question.

▶ **5.6** Play the audio/video and have students read along again. Then play the audio/video again, stopping to have students repeat each question and answer.

Draw students' attention to the quantifiers. See **Grammar Note** below. Direct students to page 156 for more information.



5B What does it do?

LANGUAGE FOCUS Discussing technology

A ▶ **5.4** Read the information. Which piece of wearable technology would you like to wear?
Answers will vary

WEARABLE TECHNOLOGY

Check out the latest wearable gadgets. Some are available now, and others you may use in the future.

Smart glasses
These allow you to record or watch video. They also add useful information to what you see.

Vibrating tattoo
A special substance makes your skin vibrate every time you get a message or call on your cellphone.

Spray-on clothes
Just spray on your skin and let it dry. You are left with real clothing that you can even wash.

Smart bracelet
The smart bracelet can change color when your friends are nearby. It also lets you know when you get a message on your phone.

Gaming vest
Ouch! Wear it while you play computer games. You feel what it's like when someone hits you.

B ▶ **5.5** Two people are talking about gadgets. Watch and complete the sentences.

1 The woman uses the smart glasses to take pictures.
2 The man's fitness band can track his heart rate and tell him how far he walks each day.

C ▶ **5.6** Watch and study the language in the chart.

Describing things and how they work

What does your smartwatch do?	It can	connect to my smartphone. play music.
What do you use it for?	I use it	to pay for things. to track my heart rate.
How many apps do you have on your smartphone?	Quite a lot. Not many. It's new. Only a few right now.	
How much battery life does it have?	Quite a lot. I only charge it at night. Not much. I charge it twice a day. Only a little. I need to recharge it every few hours.	

For more information on **quantifiers**, see Grammar Summary 5 on page 156.

Grammar Note

I only got a few correct answers on the exam.

A *quantifier* generally comes before a noun or adjective to indicate something about the number of that item: *We have a lot of TVs in my house.*

Point out that the quantifiers listed avoid giving specific answers to detailed questions. For example, instead of saying how much you paid, you simply say *not much*. Note that in this way, vague quantifiers like this are a good way to reply to questions you don't feel comfortable answering, such as questions about money. It is also useful when you don't know the exact amount.

Note that *many* is also a common quantifier, but we would not answer a *How many?* question with *many*. However, we can answer with *Not many*.

D Complete the sentences below. Use your own ideas. Answers will vary

Example: You can use a fitness band *to track your fitness*.

1 You can use a personal drone ____________________.
2 You can use a smartwatch ____________________.
3 You can use an e-reader ____________________.
4 You can use a universal remote ____________________.
5 You can use a smart TV ____________________.

E ▶ **5.7** Complete the paragraph. Circle the correct words. Listen and check your answers.

Hoverboards were once seen only in science fiction movies. But now the dream is slowly becoming reality.

[1]([✓ **A few**]/**Much**) companies have now started making them—and they look pretty cool! They use magnets so that the boards can fly just [2]([✓ **a few**]/**a little**) centimeters above the ground.

The hoverboards are not perfect, however. They only work on a special surface, so there are not [3]([✓ **many**]/**much**) places you can use them. They're also difficult to use—even pro skaters need [4](**many**/[✓ **a lot of**]) practice. And they also cost [5]([✓ **a lot of**]/**much**) money. Still, even at $10,000 each, one company's hoverboards sold out quickly.

The Hendo Hoverboard hovers just above the ground.

SPEAKING Wearable technology

Answers will vary

A Work in a group. Look at the items below or think of your own ideas. Discuss how to make them into wearable technology.

a hat socks sneakers a scarf a ring earrings

B Choose one of your group's ideas. Give the gadget a name and make notes below.

Name:
What does it do?

How does it work?

C Join another group. Share your ideas.

I'd like to tell you about the Smart Ring.

OK. What does it do?

Well, it can connect to my smartphone, and it changes color when I get a text message.

D Review the example in the language chart. Point out that students' answers should include *to* + verb.

Have students compare answers in class. Then elicit some example answers. Possibilities include:

You can use a personal drone to deliver your homework.
You can use a smartwatch to watch TV.
You can use an e-reader to read your school textbooks.
You can use a universal remote for the lights, air conditioner, TV, and even the locks in your home.
You can use a smart TV to record your favorite show while you're out.

E Have students work individually to complete the sentences.

▶ **5.7** Play the audio/video to check answers.

Elicit a summary of the content. Ask students to describe a hoverboard and its use.

EXTENSION ACTIVITY Search online for a video of the Lexus hoverboard and show it to the class. Divide the class into groups of three or four. Ask them to talk about some possible uses for the hoverboard. Tell them to also talk about advantages and disadvantages. Then have each group report their impression of the hoverboard to the class and share whether they think it would be useful for them or not.

SPEAKING

A Divide the class into groups of three or four. Tell groups they can also think of another item not on the list. Explain that groups should brainstorm a number of different ideas.

Point out that the item should not be a kind of wearable technology that students have already read about in the textbook.

B Ask students to describe the gadget that they've decided to make. Remind students to review the language chart on page 58 to support their descriptions.

C Tell students that they are going to present their technology to another group. Divide the class into new groups, with one member from each gadget group in a new group so that every student is presenting on his or her item.

Model the example conversation with a volunteer. Remind students to use all the presentation skills they've learned so far in the textbook: introduce a topic, body language, thanking the audience.

CHALLENGE Have group members ask each other more specific questions about their gadgets. For example, *How long does the battery last? How much does it cost?*

EXTENSION ACTIVITY Have groups make a poster-type advertisements for their gadgets. Or have them act out commercials to sell their items.

5C

Flying like a bird

LESSON OVERVIEW

Aims: Read and comprehend an article about using Rossy's flying machine; understand sequence and details.

Target Vocabulary: engine, equipment, parachute, steer

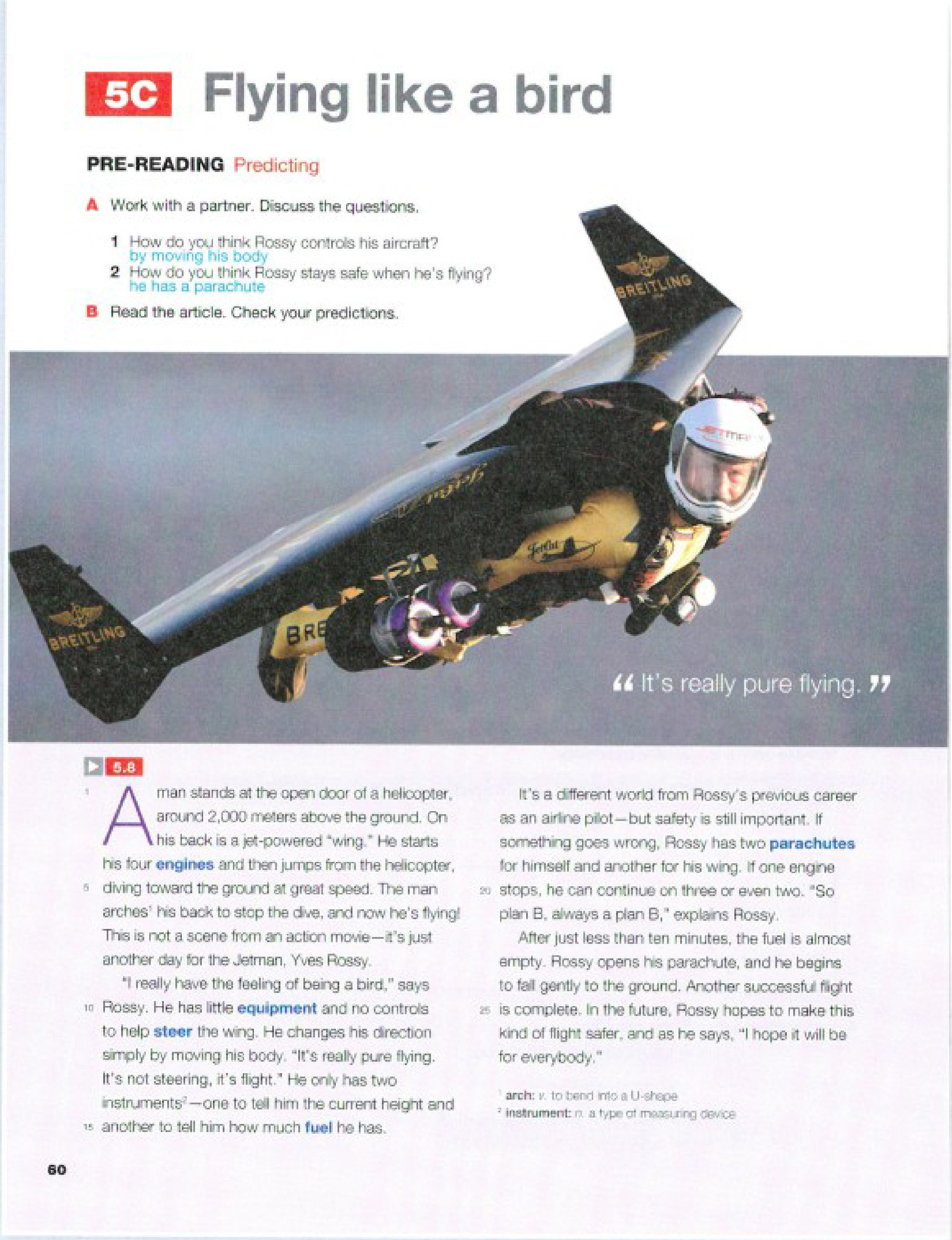
Reading Summary: Yves Rossy's flying machine is a jet-powered wing pack that he straps on his back. Like a bird, he can dive toward the ground, arch his back to stop the dive, or simply glide. There are no controls; instead, he uses his body movements to change direction. Yet Rossy knows he is not a bird and is well prepared with backup options in case there is problem, including parachutes.

PRE-READING

A Have students look at the title, picture, and caption and make guesses about what is going on. Write the following language on the board for support:

Maybe / I think maybe / Perhaps / My guess is ...

B ▶ 5.8 Play the audio/video while students read along. Point out that they should be checking their guesses while reading. Explain any unfamiliar language.



5C Flying like a bird

PRE-READING Predicting

A Work with a partner. Discuss the questions.

1 How do you think Rossy controls his aircraft?
by moving his body
2 How do you think Rossy stays safe when he's flying?
he has a parachute

B Read the article. Check your predictions.

“It's really pure flying.”

▶ 5.8

A man stands at the open door of a helicopter, around 2,000 meters above the ground. On his back is a jet-powered "wing." He starts his four **engines** and then jumps from the helicopter, diving toward the ground at great speed. The man arches[1] his back to stop the dive, and now he's flying! This is not a scene from an action movie—it's just another day for the Jetman, Yves Rossy.

"I really have the feeling of being a bird," says Rossy. He has little **equipment** and no controls to help **steer** the wing. He changes his direction simply by moving his body. "It's really pure flying. It's not steering, it's flight." He only has two instruments[2]—one to tell him the current height and another to tell him how much **fuel** he has.

It's a different world from Rossy's previous career as an airline pilot—but safety is still important. If something goes wrong, Rossy has two **parachutes** for himself and another for his wing. If one engine stops, he can continue on three or even two. "So plan B, always a plan B," explains Rossy.

After just less than ten minutes, the fuel is almost empty. Rossy opens his parachute, and he begins to fall gently to the ground. Another successful flight is complete. In the future, Rossy hopes to make this kind of flight safer, and as he says, "I hope it will be for everybody."

[1] **arch:** *v.* to bend into a U-shape
[2] **instrument:** *n.* a type of measuring device

Language Note

Dive means to go down quickly headfirst. Birds often dive in the air. Airplanes don't usually dive for safety reasons, but it's common to see it in air shows where airplanes do stunts to entertain the audience. The verb *arch* means to form the shape of a curve. When you *arch* your back, your shoulders go back, and your chest sticks out to create a curve in your back.

The verb *control* refers to the action of having power over something. In this case, it's referring to the power over moving the machine. The *control* on an electronic gadget refers either to the power switch or to the part that affects the function. In this case, the noun is often used in the plural, *controls*.

The term *plan B* is used to refer to a backup plan that you use if your first plan doesn't work. Rossy uses *plan B* when talking about the preparation of a parachute on his machine that can be used if there is a problem. In this case, his *plan B* is for safety reasons.

UNDERSTANDING A PROCESS

Explain that a process describes the steps of how something works. Have students work individually to read the steps.

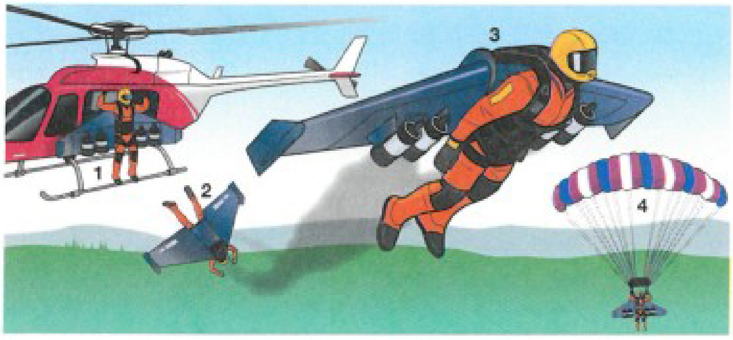
Check answers as a class. If necessary, explain any unfamiliar terms, such as *arches* and *dives*.

CHALLENGE Have students rewrite the process as a paragraph. Elicit useful words to introduce the steps of a process: *First, Next, Then, Finally.*

UNDERSTANDING A PROCESS

Look at the diagram. Number the sentences below 1–4.

a 3 He arches his back to stop the dive and starts to fly.
b 1 He stands at the door of a helicopter or an airplane and starts his engines.
c 4 He opens his parachute and lands safely on the ground.
d 2 He jumps and dives toward the ground.



UNDERSTANDING QUOTES

Circle the correct answers.

1 Why does Rossy say, "It's really pure flying"?
[✓ a] because he controls his direction using only his body
b because his wings move up and down like a bird's wings

2 What does Rossy mean when he says, "... plan B, always a plan B"?
a He became Jetman because he needed another job when his career as a pilot ended.
[✓ b] It's important to have another option if something doesn't work.

3 What does Rossy mean when he says, "I hope it will be for everybody"?
a He hopes everybody enjoys watching him fly.
[✓ b] He hopes that everybody will be able to fly like him.

BUILDING VOCABULARY

A Complete the summary using the words in blue from the passage.

Yves Rossy doesn't need much ¹ equipment when he flies. He uses his body to ² steer and uses a ³ parachute when he lands. He carries enough ⁴ fuel to fly for ten minutes. His ⁵ engines give him the speed to stay in the air.

B **CRITICAL THINKING**

Inferring Why do you think Yves Rossy has a parachute for his "wing" as well as for himself? Discuss with a partner. Answers will vary

UNDERSTANDING QUOTES

Remind students that they learned about **Understanding Supporting Details** in Unit 4. Elicit the kind of support they read in the passage: examples and statistics. Explain that quotes are another form of support that authors use.

Note that quotes are useful because they are words from someone other than the author, and therefore help make an author's message more believable.

Have students work individually or in pairs to read and interpret the quotes. Tell students to go back to the passage to read the quotes in context if necessary.

Check answers as a class.

BUILDING VOCABULARY

A Have students work individually. Then have them check answers in pairs. Note that most of the terms are technical terms used for machines of movement like planes and cars. Point out that *equipment* can be used in a range of situations. Elicit additional example sentences using each word.

B **CRITICAL THINKING** Read the question aloud as students read along.

Note that Rossy's machine is still in the research and development phase, and very expensive, so it's important that he not destroy the technology if a problem or accident occurs.

Encourage students to support their opinions with reasons.

EXTENSION ACTIVITY Have students work in pairs to examine Rossy's machine in more detail using the questions for describing things and how they work in the language chart in **Lesson B**. Write on the board:

What does it do?
What does he use it for?
How many ... does it have?
How much ... does it have?

5D

Fly with the Jetman

LESSON OVERVIEW

Aims: Watch and understand a talk about using a flying machine; use gestures effectively.

Target Vocabulary: aircraft, altitude, climb, speed

TED Talk Summary: The flying adventures of Jetman, Yves Rossy, are introduced in a narrated video at the beginning of the talk. TED moderator Bruno Giussani then has a question-and-answer session with Rossy during which he inquires more about how and why Rossy became Jetman. Rossy explains that his interest began with his career as a pilot and then his experience with free falling. As technology gets more advanced, he plans to make even greater improvements to his machine so that everyone can use it safely.

PREVIEWING

Read the paragraph aloud as students read along.

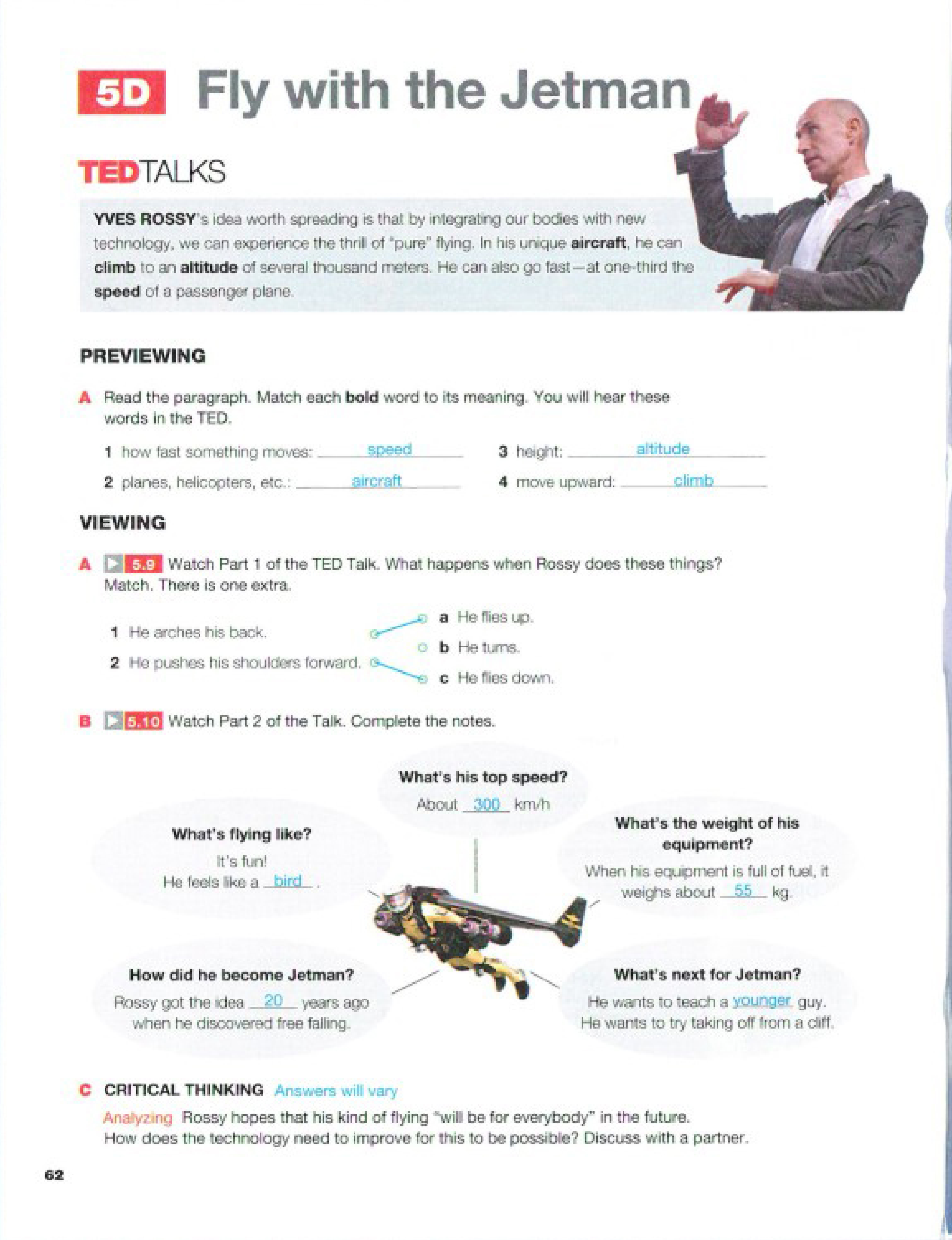
Have students work individually to match the words and definitions. Check answers as a class, eliciting sample sentences for each vocabulary word.

VIEWING

A Explain that unlike the other TED Talks so far, this one starts with a narrated video about Rossy. Part 1 actually has four different speakers: the narrator, two commentators, and the TED moderator.

Tell students to preview the task and listen selectively for the cause-and-effect information.

▶ **5.9** Play Part 1 of the TED Talk. Have students work individually to answer the questions. Then play the check-your-answers part of the video.



5D Fly with the Jetman

TEDTALKS

YVES ROSSY's idea worth spreading is that by integrating our bodies with new technology, we can experience the thrill of "pure" flying. In his unique **aircraft**, he can **climb** to an **altitude** of several thousand meters. He can also go fast—at one-third the **speed** of a passenger plane.

PREVIEWING

A Read the paragraph. Match each **bold** word to its meaning. You will hear these words in the TED.

1 how fast something moves: speed
2 planes, helicopters, etc.: aircraft
3 height: altitude
4 move upward: climb

VIEWING

A ▶ **5.9** Watch Part 1 of the TED Talk. What happens when Rossy does these things? Match. There is one extra.

1 He arches his back.
2 He pushes his shoulders forward.

○ **a** He flies up.
○ **b** He turns.
○ **c** He flies down.

B ▶ **5.10** Watch Part 2 of the Talk. Complete the notes.

What's his top speed?
About 300 km/h

What's flying like?
It's fun!
He feels like a bird.

What's the weight of his equipment?
When his equipment is full of fuel, it weighs about 55 kg.

How did he become Jetman?
Rossy got the idea 20 years ago when he discovered free falling.

What's next for Jetman?
He wants to teach a younger guy.
He wants to try taking off from a cliff.

C **CRITICAL THINKING** Answers will vary

Analyzing Rossy hopes that his kind of flying "will be for everybody" in the future. How does the technology need to improve for this to be possible? Discuss with a partner.

62

B Explain that in Part 2, students will hear Rossy give answers to the moderator's questions.

Have students carefully read the mind map before watching the video and try to fill in the missing words.

▶ **5.10** Play Part 2 of the TED Talk. Give students time to note their answers. Then play the check-your-answers part of the video.

C **CRITICAL THINKING** Encourage students to build on the discussion about aircraft safety that they had in **Lesson C**. Point out that they should also talk about what Rossy needs to improve his machine to make it more user-friendly.

Tell students to use the specific vocabulary for talking about aircrafts that they've learned in the unit. Remind them to also use the language they've learned for talking about advantages (good points) and disadvantages (bad points).

VOCABULARY IN CONTEXT

▶ 5.11 Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1.b 2.b 3.c 4.b

PRESENTATION SKILLS Using gestures effectively

Gestures can be important when presenting to a group. These tips can help you use gestures effectively.

- Keep your hands relaxed for most of the presentation.
- Make gestures large enough for your audience to see.
- Use gestures to make words and ideas easier to understand.

A ▶ 5.12 Watch part of Rossy's talk. Check [✓] the things that he does.

☑ He uses his hands to show how big something is.
☑ He gestures with one hand to the equipment behind him.
☐ He taps his finger against his head to show he is thinking.
☑ He uses his hands to show how the harness goes around him.

B Work with a partner. Read the excerpt below from Chris Burkard's TED Talk. Discuss what kinds of gestures Burkard might make. Answers will vary

"There's only about a third of the Earth's oceans that are warm, and it's really just that thin band around the equator."

C ▶ 5.13 Watch the excerpt. What gestures does Chris Burkard actually make?
He uses his hands to make a gesture for a third;
He uses his hands to show a thin band around the equator.

“It's really an unreal feeling.”

SUPPORT Give students some topics to consider in their discussions: the weight of the aircraft, the speed it flies, the skill necessary to control it, the additional equipment necessary, etc.

EXTENSION ACTIVITY Have students go online to jetman.com and watch the commercial that features Rossy flying next to a plane. Then ask students to work in pairs to discuss whether they would like to try Rossy's machine or not.

VOCABULARY IN CONTEXT

▶ 5.11 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Explain to students that gestures are one form of body language. Have students turn to Unit 2 page 31 to review what they learned about effective body language.

Read the information in the box aloud as students read along.

▶ 5.12 Play the video and check answers as a class.

Explain that Rossy is using gestures to make his explanation about the process of how he flies.

B Tell students that they are going to read part of Chris Burkard's TED Talk from Unit 3. As they read, ask students to think about what kind of gestures Burkard uses. Have students read to a partner to show their gestures.

C Play the video. Have students work with a partner to read the sentence from **B** and mimic Burkhard's gestures.

Content Note

Gestures mostly involve moving your hands and arms, but can also include facial and body gestures. Gestures may have some relation to culture. Some cultures use gestures more than others.

For students to develop a sense of what kind of gestures are natural for English speakers, draw their attention to the body language of every TED speaker they watch. Encourage students to mimic the gestures they see.

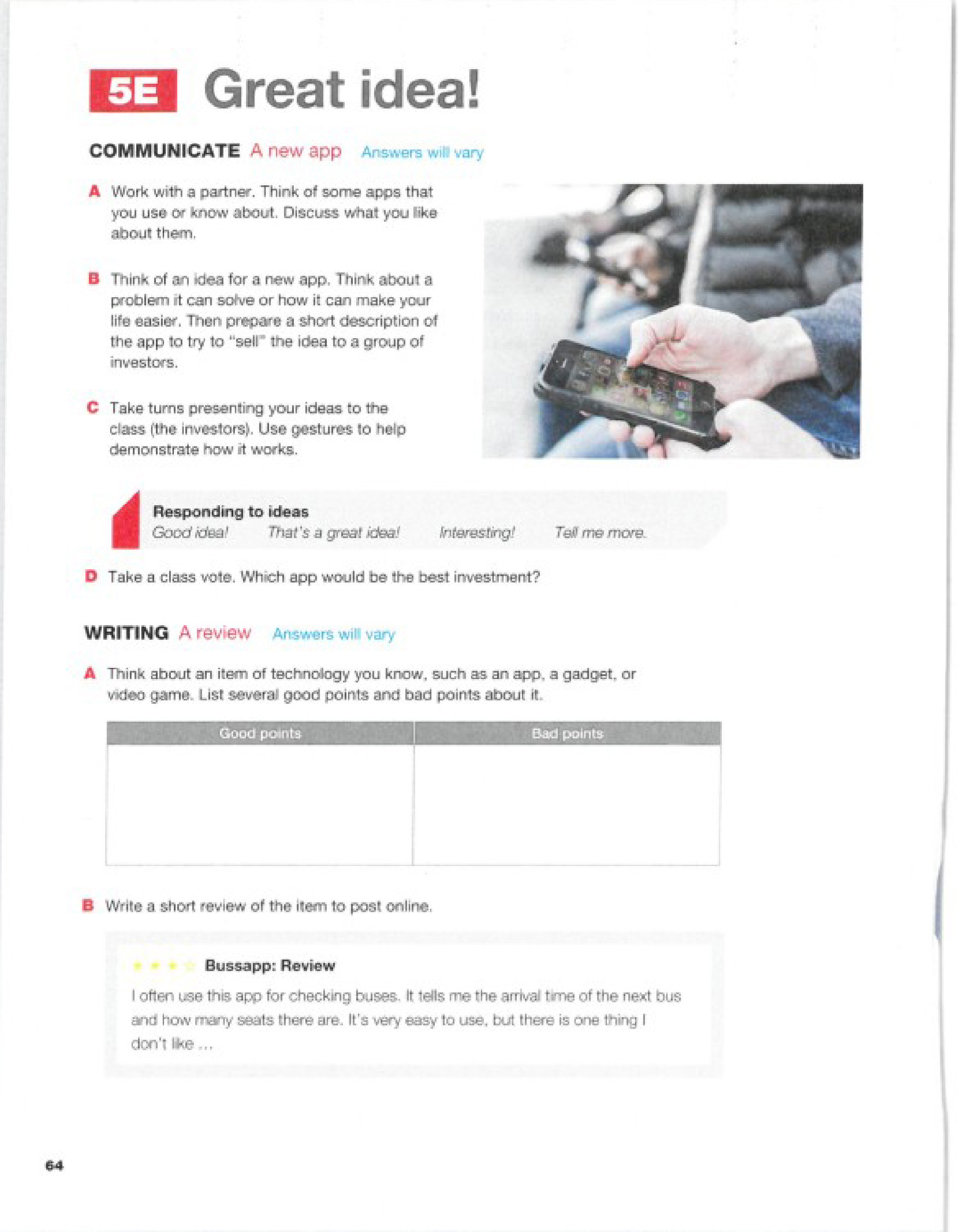
EXTENSION ACTIVITY Have students work in pairs. Tell students to communicate their opinions about Rossy's machine, and reasons for that opinion, using only gestures. Partners must guess what the gesturer is communicating.

5E

Great idea!

LESSON OVERVIEW

Aims: Respond to ideas; write a review.



5E Great idea!

COMMUNICATE A new app Answers will vary

A Work with a partner. Think of some apps that you use or know about. Discuss what you like about them.

B Think of an idea for a new app. Think about a problem it can solve or how it can make your life easier. Then prepare a short description of the app to try to "sell" the idea to a group of investors.

C Take turns presenting your ideas to the class (the investors). Use gestures to help demonstrate how it works.

Responding to ideas
Good idea! *That's a great idea!* *Interesting!* *Tell me more.*

D Take a class vote. Which app would be the best investment?

WRITING A review Answers will vary

A Think about an item of technology you know, such as an app, a gadget, or video game. List several good points and bad points about it.

Good points	Bad points

B Write a short review of the item to post online.

★★★☆ **Bussapp: Review**
I often use this app for checking buses. It tells me the arrival time of the next bus and how many seats there are. It's very easy to use, but there is one thing I don't like ...

COMMUNICATE

A Tell pairs to make a list of all the apps they use regularly. Ask them to comment on what's useful and entertaining about the apps. Some popular types of apps with practical applications include dictionary and translation apps, note-taking apps, apps with a GPS, calorie counting and diet apps, weather apps, etc.

B Explain that good apps are useful, entertaining, or both. Point out that the main goal is for students to design a useful app that makes daily life easier. Encourage them to make their apps entertaining, too.

Tell pairs to brainstorm some problems in their daily lives. Ask them to choose one problem and design an app that can help solve or improve that problem. Give students time to write their descriptions.

Write on the board:
Our app idea is ...
It can ...
You just ...
It tells you ...
It can help you ...

Give pairs a few minutes to practice their presentations with gestures. Encourage students to use all the presentation skills they've learned in the textbook so far: introducing yourself, using effective body language and gestures, introducing the topic, thanking the audience.

Encourage the students who are listening to respond with feedback after a presentation is made. Read aloud the phrases from **Responding to ideas** as students repeat. Tell them to use these phrases, as well as ask questions to get more details.

C Ask students to choose one app to support. Before the students vote, have them hold a "meeting of investors." Ask the class to discuss their favorite apps. Tell students to comment on the app they are thinking of voting for. Tell them to offer a reason why they like the app and think it's a good idea.

D After the discussion, take a vote and announce the winner.

WRITING

A Note that the example reviews an app, but other possible topics include gadgets students have read about in the unit, as well as software, cameras, etc. Students fill in the chart with good and bad points about the technology they chose.

B Read aloud the example review. Tell students to include both good and bad points in their reviews.

EXTENSION ACTIVITY Collect the reviews and pass them out at random. Have students write a response to each other's reviews. Tell students that they can agree or disagree with the review, but they must add new comments.

6 Challenges

“I do not use my eyes; I use my brain.”

Daniel Kish
Perceptual navigation specialist, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about challenges you face.
- read about one person's challenges and how he faces them.
- watch a TED Talk about an unusual method of navigating the world.

WARM UP

▶ 6.1 Watch part of Daniel Kish's TED Talk. Answer the questions with a partner.

1 What challenges do you think Daniel Kish faces?
Answers will vary
2 How do you think he deals with those challenges?
Answers will vary

6

Challenges

WARM UP

Have students look over the picture, caption, and quote on the page.

▶ 6.1 Play the preview clip of the TED Talk. Go over any unknown language.

For question 1, elicit examples of challenges. To support students' discussions, write on the board: *It's probably hard to ...*

Kish works to teach others that what most people consider disabilities are not to those who have them.

For question 2, draw attention to Kish's job title in the caption: *perceptual navigation specialist*. Elicit ideas about its meaning. Ask them how their answers change when they think of him as a *perceptual navigation specialist* versus *a blind person*.

Content Note

Daniel Kish is a *perceptual navigation specialist*. His job is to help people with sight difficulty to walk, run, and even cycle, regardless of their blindness.

Language Note

The adjective *remarkable* indicates that something is so special that it's unusual so we should give attention to it. The verb *regard* is often used in the passive voice (*be regarded*) to say what is thought of someone: *She was regarded as a great professor.*

To *navigate* through something means to travel over it and used to talk about difficult journeys.

Note that students are asked about the meaning of the phrase *dark unknowns* in **Lesson 6D**.

UNIT GOALS

The unit focuses on challenges and overcoming them. Students will read about, listen to, and watch individuals who have faced challenges. Students will use time clauses to share how they have overcome daily challenges and offer advice to others. Students will also practice involving the audience in an interesting way, as TED speaker Daniel Kish does in his presentation. Note that students are asked to talk about personal issues during the unit, and some sensitive topics might come up in their discussions.

TED Speaker

Daniel Kish founded an organization that teaches people who are visually impaired how to use echolocation to stay mobile.

TED Talk Summary

Daniel Kish, who went blind as a baby, has learned to physically navigate the world using echolocation. He makes clicking sounds and uses sonar to detect things around him. In his TED Talk, he explains this method of echolocation and demonstrates it to the audience.

Idea Worth Spreading

We all have the ability to navigate through the darkness of personal challenges.

EXTENSION ACTIVITY Have students work with a partner to walk blindfolded around the room. Have a class discussion about the experience.

6A

It's a big challenge for me.

LESSON OVERVIEW

Aims: Use collocations to talk about daily challenges; listen for examples; talk about challenges.

Target Vocabulary: health problems, make friends, pressure from parents, save money, suffer from stress

VOCABULARY

A Have students work individually to complete the sentences.

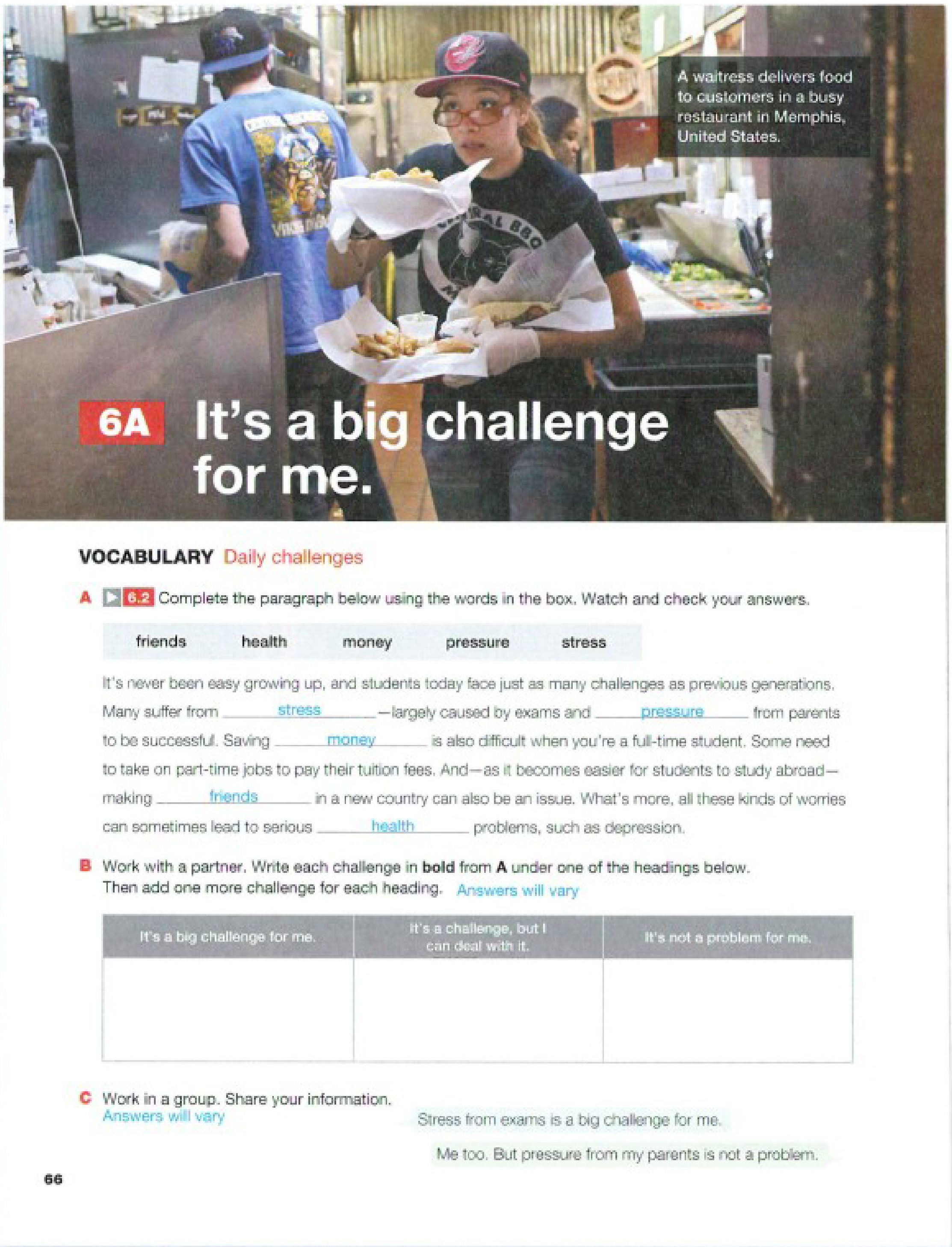
▶ **6.2** Play the video and check answers as a class. Tell them to identify each of the collocations. If necessary, elicit or explain the meaning of *study abroad*.

B Elicit the challenges from **A**: *suffer from stress, pressure from parents, health problems, saving money, making friends.*

Remind students that a *collocation* is a combination of words commonly used together.

CHALLENGE Divide the class into five groups. Give each group one noun from the vocabulary. Tell them to brainstorm a list of collocations with that word. Let them use dictionaries, if necessary. Have each group report back to the class.

C Model the conversation with a student. Ask each group member to talk about one challenge from the vocabulary and one challenge that they added in **B**.



A waitress delivers food to customers in a busy restaurant in Memphis, United States.

6A It's a big challenge for me.

VOCABULARY Daily challenges

A ▶ **6.2** Complete the paragraph below using the words in the box. Watch and check your answers.

friends   health   money   pressure   stress

It's never been easy growing up, and students today face just as many challenges as previous generations. Many suffer from ___stress___—largely caused by exams and ___pressure___ from parents to be successful. Saving ___money___ is also difficult when you're a full-time student. Some need to take on part-time jobs to pay their tuition fees. And—as it becomes easier for students to study abroad—making ___friends___ in a new country can also be an issue. What's more, all these kinds of worries can sometimes lead to serious ___health___ problems, such as depression.

B Work with a partner. Write each challenge in **bold** from **A** under one of the headings below. Then add one more challenge for each heading. Answers will vary

It's a big challenge for me.	It's a challenge, but I can deal with it.	It's not a problem for me.

C Work in a group. Share your information.
Answers will vary

Stress from exams is a big challenge for me.

Me too. But pressure from my parents is not a problem.

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Language Note

A collocation can be a variety of combinations, such as adjective + noun (*heavy rain*), noun + noun (*weather report*), and participle + noun (*pouring rain*).

Some additional collocations for the nouns in the vocabulary include *health issues, in good health, under a lot of stress, feel stressed (out), handle stress, pressure at work, under a lot of pressure, stay friends, best friend, close friend, friend someone, make money, lose money, owe money, easy money, hard-earned money.*

LISTENING

A Read **Listening for contrasts** aloud as students read along. Write the words that signal contrast on the board. Have students preview the task. Point out that they only need to answer one question.

▶ **6.3** Play the audio/video. Then check answers as a class.

B Have students preview the task and circle any answers they know before watching.

LISTENING It's no big deal

Listening for contrasts
There are certain words in English that speakers use to signal a contrast. Identifying these words is important for understanding a speaker's main message. Words that signal contrast include *but, however,* and *although*.

A ▶ 6.3 Vasu Sojitra is an adaptive skier. Who taught him to ski? Watch and answer the question.

B ▶ 6.3 Watch again. Circle the correct words.

1 Skiing (**was** / [✓ **wasn't**]) the first sport Sojitra tried.
2 Skiing in the backcountry is a challenge because (**the snow is thick** / [✓ **there are no ski lifts**]).
3 Sojitra ([✓ **likes**] / **doesn't like**) to climb the highest mountains.
4 Sojitra skis ([✓ **at the same speed as**] / **slower than**) his skiing partners.

Vasu Sojitra skiing in the United States

C CRITICAL THINKING

Personalizing Do you know anyone who faces a similar challenge to Sojitra? Discuss with a partner. Answers will vary

SPEAKING Talking about challenges

A ▶ 6.4 What's speaker B's challenge? What does speaker A suggest? She's homesick. Her friend suggests joining a club.

A: So, how do you like your new life here in Spain?
B: Well, it's a great place, but I'm feeling a bit homesick.
A: Oh, I know how you feel. I felt the same when I first moved here. — know what you mean / understand
B: How did you cope? — manage / get through it
A: Well, when you move to a new country, it's really important to try hard to make some new friends. I joined a soccer team. — signed up for / became a member of
B: That's a good idea. I like tennis. Maybe I can find a tennis club.
A: When you join a club, you meet people with similar interests, too.
B: Yeah, I guess you're right. Thanks for the advice. — suggestion / help

B Practice the conversation with a partner. Practice again using the words on the right. Answers will vary

C Think of three challenges you face. Work with a partner. Share your challenges. Say what you do to face them. Answers will vary

I get a lot of pressure from
my parents about my grades.

Yeah, that's tough. How do you cope?

▶ 6.3 Play the audio/video. Then check answers as a class.

C CRITICAL THINKING Tell students to use the **Vocabulary** and language for contrasts when possible. To support their discussions, write on the board:

I know someone with a similar challenge. He / She …
I don't know anyone with a similar challenge, but I know someone who is challenged by …

SPEAKING

A Ask students to read along as they watch.

▶ 6.4 Play the audio/video.

Check answers as a class. Point out the expressions given for showing empathy. Explain that these are useful phrases when discussing challenges. Write on the board:

I know how you feel.
I know what you mean.
I understand.

B Model the conversation with a volunteer using one set of the alternative options. Have students work in pairs to practice the conversation. Make sure they alternate between A and B roles.

C Have students work individually to write their challenges. Ask students to list challenges that they feel comfortable talking about.

Model the example with a volunteer. Point our that the phrase *Yeah, that's tough* is used to show sympathy, as opposed to the phrases in the Activity **B** conversation that show empathy. Explain that students should use the phrases for empathy when they have had a similar experience and the phrases for sympathy when they are offering support.

SUPPORT Elicit or introduce possible opening questions for the conversation. Write them on the board:

Do you have any challenges?
What kind of challenges are you facing?

Language Note

Some additional phrases that can be used to express sympathy include the following:

Wow, that's rough.
That sounds difficult.
That must be hard.
I'm so sorry to hear that.

Note that after someone talks about a challenge or a problem, it is common to also offer words of kindness or encouragement, such as:

I hope things get better soon.
I hope you feel better soon.
I know you'll figure it out.
I know you'll be back in good shape soon.

EXTENSION ACTIVITY Have students work in pairs. Tell them to role-play one of the following situations. They should show sympathy and offer words of encouragement to each other.

You failed a test.
Your pet died.
Your computer just broke.
You got fired.

6B

How do you cope?

LESSON OVERVIEW

Aims: Read an infographic about coping with stress; use time clauses; describe steps to overcome difficulties.

Infographic Summary: The infographic illustrates different ways to cope with stress during exam time. The eight strategies include time management, exercise, breathing exercises, sleep, asking for help, time offline, relaxing music, and rewards.

LANGUAGE FOCUS

A ▶ 6.5 Play the audio/video as students read along. Then give them additional time to look over the infographic.

Have students work in pairs. Ask them to see how many coping strategies they have in common.

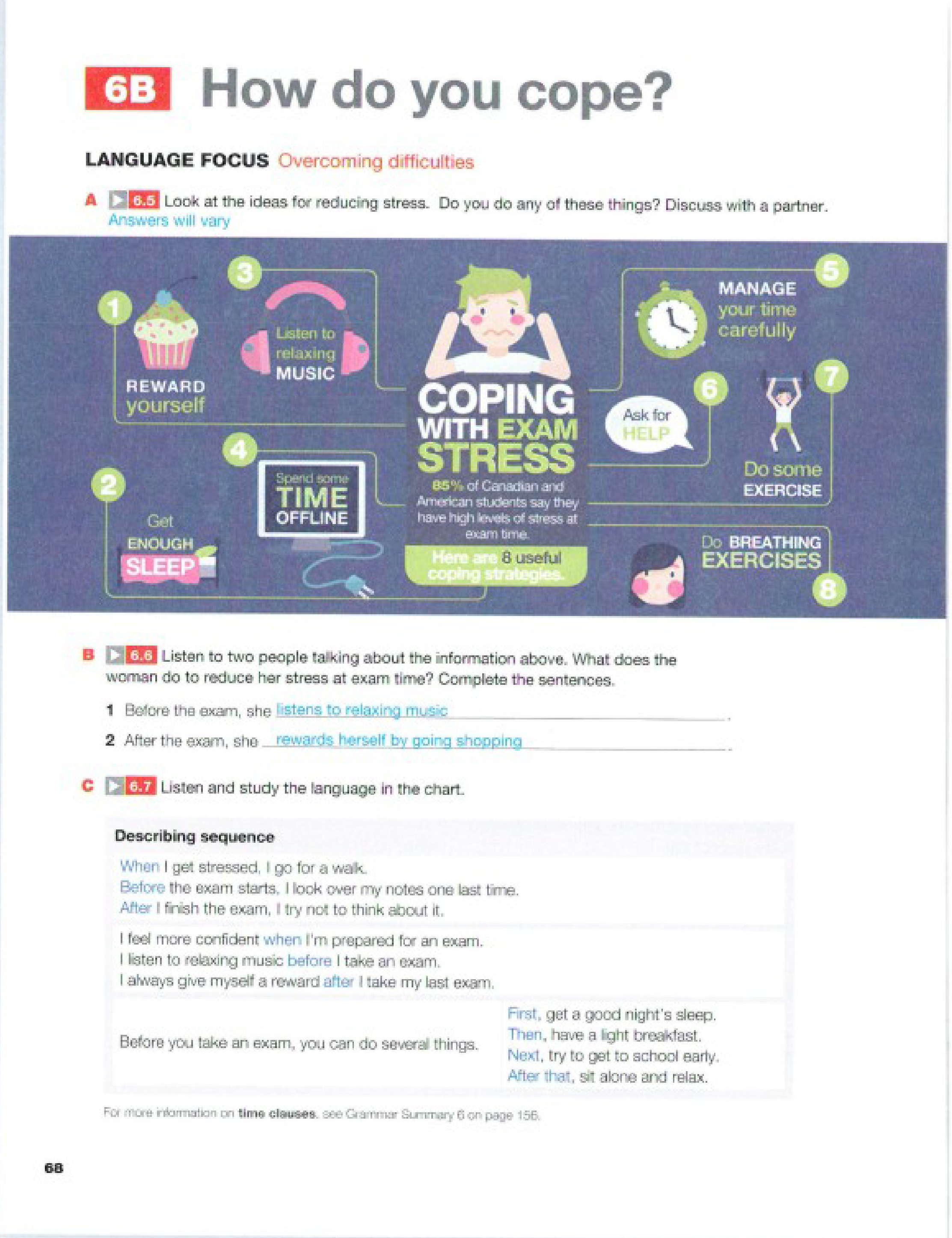
CHALLENGE Encourage students to ask further questions about the coping strategies they shared. For example, *How many hours do they sleep? What kind of relaxing music do they listen to?*

B Have students preview the task. Point out that three ways of coping are mentioned in the audio.

▶ 6.6 Play the audio/video. Check answers as a class.

C Have students read over the language chart before playing the audio. Then play the audio/video and have them read along.

▶ 6.7 Play the audio/video and have students read along. Play the audio/video again, stopping to have students repeat each question and answer.



6B How do you cope?

LANGUAGE FOCUS Overcoming difficulties

A ▶ 6.5 Look at the ideas for reducing stress. Do you do any of these things? Discuss with a partner.
Answers will vary

COPING WITH EXAM STRESS
85% of Canadian and American students say they have high levels of stress at exam time.
Here are 8 useful coping strategies.
1
REWARD yourself
2
Get ENOUGH SLEEP
3
Listen to relaxing MUSIC
4
Spend some TIME OFFLINE
5
MANAGE your time carefully
6
Ask for HELP
7
Do some EXERCISE
8
Do BREATHING EXERCISES

B ▶ 6.6 Listen to two people talking about the information above. What does the woman do to reduce her stress at exam time? Complete the sentences.

1 Before the exam, she listens to relaxing music.

2 After the exam, she rewards herself by going shopping.

C ▶ 6.7 Listen and study the language in the chart.

Describing sequence

When I get stressed, I go for a walk.
Before the exam starts, I look over my notes one last time.
After I finish the exam, I try not to think about it.

I feel more confident when I'm prepared for an exam.
I listen to relaxing music before I take an exam.
I always give myself a reward after I take my last exam.

Before you take an exam, you can do several things.	First, get a good night's sleep. Then, have a light breakfast. Next, try to get to school early. After that, sit alone and relax.

For more information on **time clauses**, see Grammar Summary 6 on page 156.

Draw students' attention to the sentences with time clauses. Point out that the verbs in both clauses in the sentence are in the present tense. Note that in time clauses, usually the tenses of the verbs in both clauses match.

Grammar Note

Clauses that show a time relationship often use *before, after, when, as, while,* and *as soon as*. Time clauses are dependent clauses, and cannot be sentences on their own. Point out that in the examples on page 68, the time clause comes both at the beginning and the end of the sentence. Explain that a time clause can come before or after the independent clause.

D Combine the sentences using the words in parentheses.

1 I face any challenge / I try to think of how to solve it (before)
Before I face… , I try to think …

2 I celebrate with my friends / I finish an exam (after)
After I finish an exam, I celebrate … OR I celebrate with my friends after I …

3 I feel stressed out / my heart starts beating faster (when)
When I feel stressed out, my heart … OR My heart starts beating faster when …

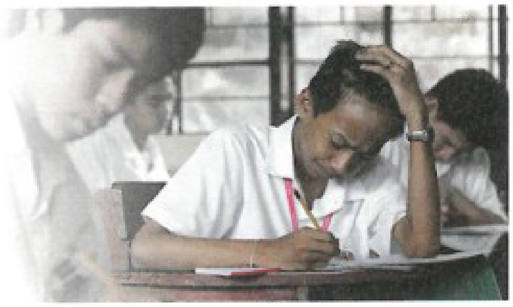
4 I usually ask for help / I don't know how to solve a problem (when)
When I don't know how to solve a problem, I … OR I usually ask for help when …

5 I take three deep breaths / I start any exam (before)
Before I start any exam, I … OR I take three deep breaths before I …

6 I finish a long, stressful day at work / I relax by playing video games (after)
After I finish … , I relax … OR I relax by playing video games after I …

E ▶ 6.8 Complete the information. Circle the correct word in each sentence. Listen and check your answers.

You're sitting in the exam room waiting for your paper. Here are some tips to help you get through the big exam.



1 (**First**/[✓ **Before**]) you start writing, read all the instructions carefully and slowly. Highlight any important details.

2 ([✓ **Then**]/**When**), check the back of the paper. Are there any more questions? Many people forget to do this.

3 When you're ready to start, answer the easiest questions ([✓ **first**]/**next**).

4 (**Before**/[✓ **When**]) you find a difficult question, don't spend too much time thinking about it. Move on to the next question and come back to it at the end.

5 ([✓ **After**]/**Before**) you finish, don't leave the room early—check your answers carefully.

F Complete the sentences with your own ideas. Compare with a partner. Answers will vary

1 Before I take a difficult exam, ______.

2 When I don't know the answer to an exam question, ______.

3 After I finish an exam, ______.

4 When I get my exam results, ______.

SPEAKING Dealing with exam stress Answers will vary

Work in pairs. You are going to teach each other some techniques for dealing with exam stress. **Student A:** Turn to page 142. **Student B:** Turn to page 145.

D Have students work individually to complete the sentences. Check answers as a class. Note that for items 2–6, the order of the clauses can be reversed without the meaning of the sentence changing, so students have two answer options.

E Have students work individually to read and complete each sentence.

▶ 6.8 Play the audio/video to check answers.

F Have students work individually to complete the sentences. Ask them to write ideas that they haven't seen in the lesson so far. Encourage students to use adverbs of frequency in their answers. If necessary, elicit a list of adverbs of frequency: *always, often, sometimes, usually, rarely, hardly ever.* Have students compare answers in pairs. Ask for volunteers to share answers with the class.

CHALLENGE Ask students to offer additional pieces of advice for each of the following situations in Activity **E**: before you start writing; when you're ready to start writing; when you find a difficult question.

SPEAKING

Tell students that they are going to teach each other exercises to do before an exam. Give each partner time to turn to the appropriate page and review their advice.

When students are ready, ask them to cover up any text on the page. Students should use the illustrations alone to explain each exercise. Encourage students not to use any gestures as they explain.

CHALLENGE Elicit a class discussion about the activity. Which exercise did students like the most? Are there any exercises that students want to try before their next exam?

EXTENSION ACTIVITY Have students work in pairs. Tell them to use the language chart to offer each other advice about how to deal with stress at exam time. Ask them to try to think of topics not in the infographic. For example, *eat healthy foods, plan a short break with a friend, study for your least favorite subject first, find a smart study partner, plan a post-exam party.*

6C

Living without fear

LESSON OVERVIEW

Aims: Read and comprehend an article about how Daniel Kish uses sonar to move about; understand main ideas and process.

Target Vocabulary: brain, focus, mind, reflect, remove, surroundings

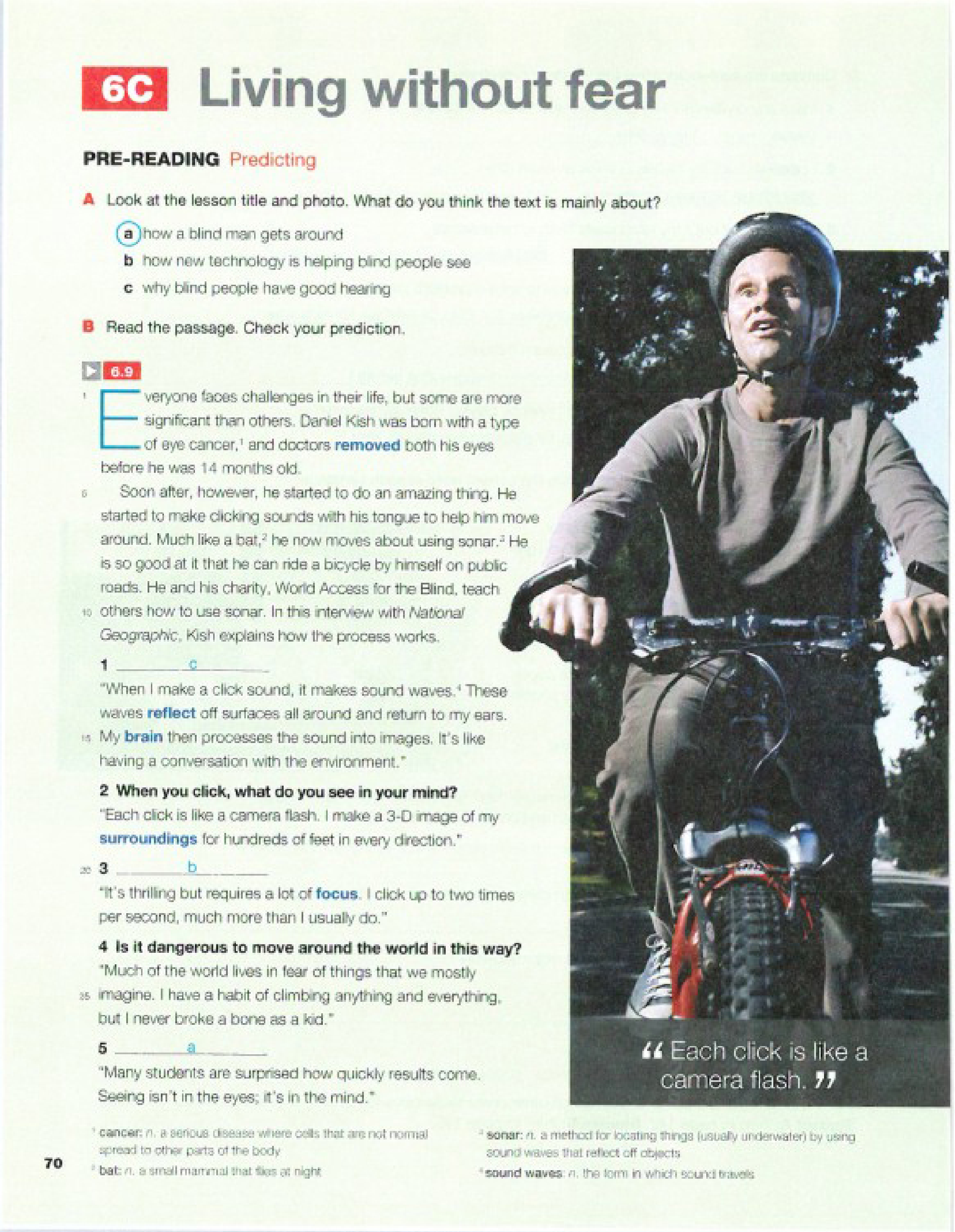
Reading Summary: Much like a bat does, Daniel Kish uses the vibration of sounds around him to navigate the environment he is in. In this interview with National Geographic, he explains the process. He makes a clicking sound and listens to how the sound bounces off the objects around him in order to process images of his surroundings. Kish is living proof that we don't see with our eyes but with our minds.

PRE-READING

A Have students look at the title, picture, and caption. Have them work individually to make their guesses. Tell students to also use any prior knowledge they have about Kish from the **Warm Up**.

B ▶ **6.9** Play the audio/video while students read along and check their guesses while reading. Note that students should also read the glossary at the bottom of the passage.

Explain any unfamiliar language, especially terms that are useful for talking about challenges or ones that are necessary for understanding Kish's process.



6C Living without fear

PRE-READING Predicting

A Look at the lesson title and photo. What do you think the text is mainly about?

[✓ **a**] how a blind man gets around
b how new technology is helping blind people see
c why blind people have good hearing

B Read the passage. Check your prediction.

▶ **6.9**

Everyone faces challenges in their life, but some are more significant than others. Daniel Kish was born with a type of eye cancer,[1] and doctors **removed** both his eyes before he was 14 months old.

Soon after, however, he started to do an amazing thing. He started to make clicking sounds with his tongue to help him move around. Much like a bat,[2] he now moves about using sonar.[3] He is so good at it that he can ride a bicycle by himself on public roads. He and his charity, World Access for the Blind, teach others how to use sonar. In this interview with *National Geographic*, Kish explains how the process works.

1 ______c______

"When I make a click sound, it makes sound waves.[4] These waves **reflect** off surfaces all around and return to my ears. My **brain** then processes the sound into images. It's like having a conversation with the environment."

2 When you click, what do you see in your mind?

"Each click is like a camera flash. I make a 3-D image of my **surroundings** for hundreds of feet in every direction."

3 ______b______

"It's thrilling but requires a lot of **focus**. I click up to two times per second, much more than I usually do."

4 Is it dangerous to move around the world in this way?

"Much of the world lives in fear of things that we mostly imagine. I have a habit of climbing anything and everything, but I never broke a bone as a kid."

5 ______a______

"Many students are surprised how quickly results come. Seeing isn't in the eyes; it's in the mind."

" Each click is like a camera flash. "

---

[1] **cancer:** *n.* a serious disease where cells that are not normal spread to other parts of the body

[2] **bat:** *n.* a small mammal that flies at night

[3] **sonar:** *n.* a method for locating things (usually underwater) by using sound waves that reflect off objects

[4] **sound waves:** *n.* the form in which sound travels

Language Note

Prepare students by pointing out relevant vocabulary in the passage related to challenges. Note that some of the terms have already been encountered in the unit. When we handle a challenge, we *face* it (line 1). When we successfully handle a challenge, we *overcome* it (line 2).

In the passage, *reflect* means bounce off.

Sonar involves putting out sounds and listening to how they are *reflected* on, or bounced off of, the objects around you. The vibrations will differ, depending on the size and distance of the object.

Using sonar to navigate your surroundings is also called *echolocation*.

UNDERSTANDING MAIN IDEAS

Have students write the entire question.

Elicit the clues from the paragraphs that helped students. For example, for item 3, *students* should relate the word students in the paragraph (line 28) with the word *teach* in the question.

UNDERSTANDING MAIN IDEAS

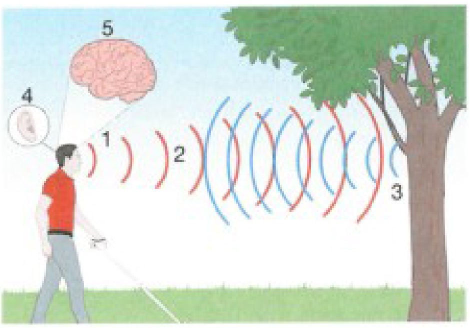
Add these questions to the correct blanks in the interview. Write **a**, **b**, or **c**.

a How challenging is it to teach people to use sonar?
b What is it like riding a bike using sonar?
c How does human sonar work?

UNDERSTANDING A PROCESS

How does flash sonar work? Look at the diagram on the right. Number the sentences 1–5.

3 The sound waves reflect off surfaces.
1 The person makes a clicking sound.
5 The brain turns the sounds into images.
4 The sound waves reach the person's ears.
2 The sound waves travel away from the person.



UNDERSTANDING DETAILS

Circle **T** for true or **F** for false.

1 When Kish clicks, he can "see" for more than a hundred feet. [✓ T] F
2 When Kish rides a bicycle, he clicks less than usual. T [✓ F]
3 As a child, Kish broke his arm when climbing a tree. T [✓ F]
4 Kish's students are usually surprised they can learn so fast. [✓ T] F

BUILDING VOCABULARY

A Match the words in blue from the passage to their definitions.

1 remove	the special attention you give to something
2 reflect	to take away
3 brain	to send back light, sound, etc., from a surface
4 surroundings	the part of your body that controls you
5 focus (*n.*)	the things around you

B **CRITICAL THINKING**

Applying How easy do you think the following things are for Daniel Kish to "see" in his surroundings? Discuss with a partner. Answers will vary

a closed door	a road	a moving car	a tree

I think a tree is easy for him to see because the sound waves reflect off it.

Yeah. You're probably right.

UNDERSTANDING A PROCESS

Explain that a *process* describes the steps of how something works. Tell students to use the image to the right, as well as the information in the passage, to put the process in the correct order. Check answers as a class. If necessary, explain any unfamiliar terms.

Note that we usually use words to mark the step in the sequence when explaining a process, such as the words introduced in the language chart in **Lesson B**: *First, Then, Next, After that.*

CHALLENGE Have students explain the process to a partner using sequence markers. Introduce the word *finally* for the last step in the process.

UNDERSTANDING DETAILS

Have students work individually. Tell them to go back to the passage to check the details. Have students check answers in pairs.

Elicit how to make each false statement true. (*He clicks more than usual on the bicycle; He never broke a bone as a child.*)

Content Note

Daniel Kish started his non-profit organization, World Access for the Blind, in 2000 to teach echolocation to others. Kish and his organization believe that blindness is not a disability, but that blind people simply need a better way to adapt and interact with the world around them. Through teaching the blind how to use echolocation, Kish's organization provides a low-cost solution that can be used by blind people all over the world.

BUILDING VOCABULARY

A Have students check answers in pairs.

Explain the additional uses of the verb *reflect*. Note that this verb has a few different meanings that are commonly used. Elicit example sentences for each meaning.

B **CRITICAL THINKING** Read the question aloud as students read along. Point out that students should make educated guesses based on the information they learned from the passage.

Tell students to support their guesses with reasons. Write some useful phrases on the board:

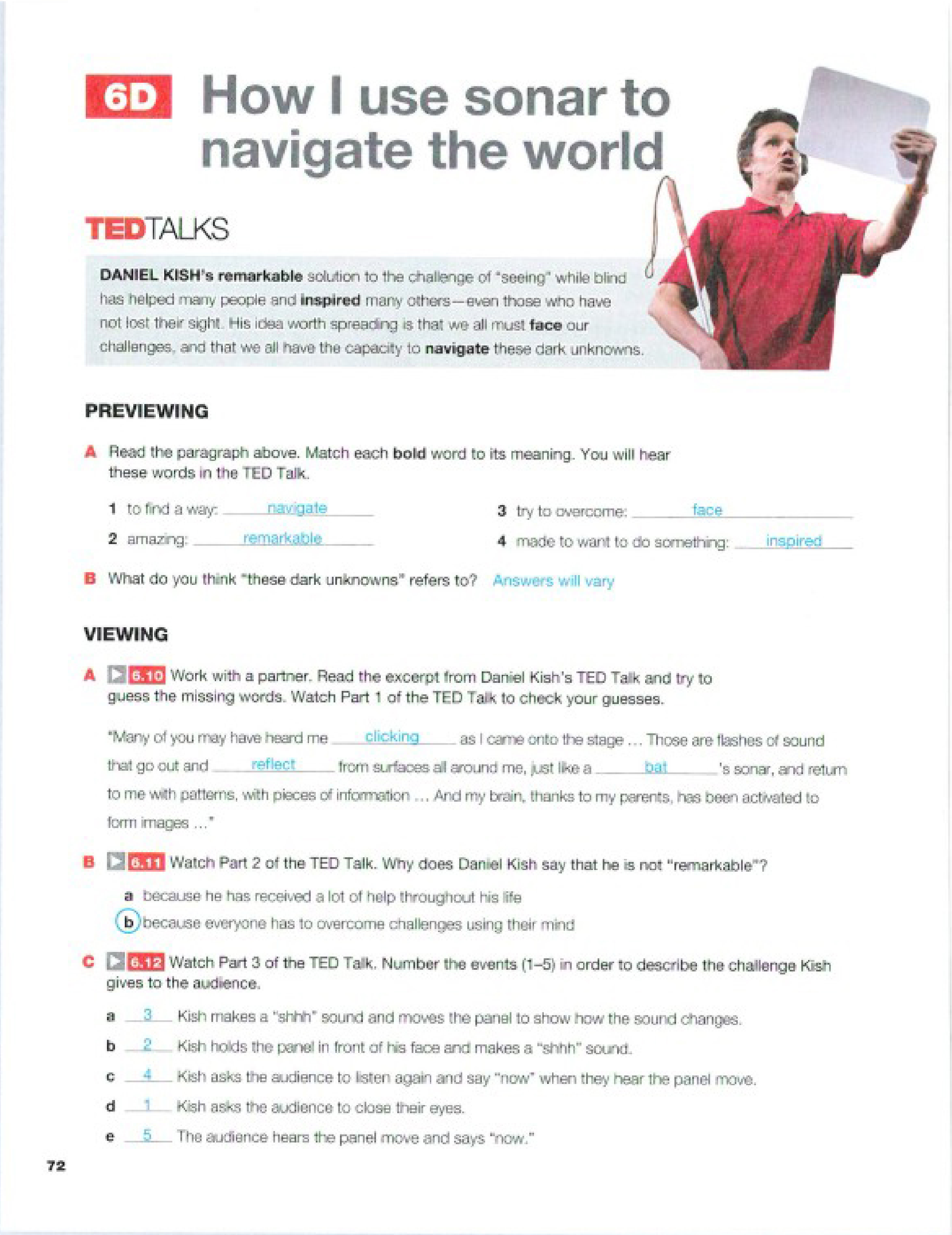
I think … is easy / difficult for him to see because …
Maybe … is easy / difficult because …

Ask students to share some of the points they discussed in pairs.

EXTENSION ACTIVITY Have students work in pairs or small groups. Tell them to go online and search for videos of Kish using echolocation as he cycles. Ask them to share their impressions of the video with each other.

6D

How I use sonar to navigate the world



6D How I use sonar to navigate the world

TEDTALKS

DANIEL KISH's remarkable solution to the challenge of "seeing" while blind has helped many people and **inspired** many others—even those who have not lost their sight. His idea worth spreading is that we all must **face** our challenges, and that we all have the capacity to **navigate** these dark unknowns.

PREVIEWING

A Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 to find a way: navigate
2 amazing: remarkable
3 try to overcome: face
4 made to want to do something: inspired

B What do you think "these dark unknowns" refers to? Answers will vary

VIEWING

A ▶ 6.10 Work with a partner. Read the excerpt from Daniel Kish's TED Talk and try to guess the missing words. Watch Part 1 of the TED Talk to check your guesses.

"Many of you may have heard me clicking as I came onto the stage ... Those are flashes of sound that go out and reflect from surfaces all around me, just like a bat's sonar, and return to me with patterns, with pieces of information ... And my brain, thanks to my parents, has been activated to form images ..."

B ▶ 6.11 Watch Part 2 of the TED Talk. Why does Daniel Kish say that he is not "remarkable"?

a because he has received a lot of help throughout his life
[✓ b] because everyone has to overcome challenges using their mind

C ▶ 6.12 Watch Part 3 of the TED Talk. Number the events (1–5) in order to describe the challenge Kish gives to the audience.

a 3 Kish makes a "shhh" sound and moves the panel to show how the sound changes.
b 2 Kish holds the panel in front of his face and makes a "shhh" sound.
c 4 Kish asks the audience to listen again and say "now" when they hear the panel move.
d 1 Kish asks the audience to close their eyes.
e 5 The audience hears the panel move and says "now."

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LESSON OVERVIEW

Aims: Watch and understand a talk about how a blind man uses sonar in daily life; practice involving your audience.

Target Vocabulary: face, inspire, navigate, remarkable

TED Talk Summary: Daniel Kish explains and demonstrates the technique of echolocation that he uses to navigate through the physical world in his daily life. He involves the audience by asking them questions, as well as having them participate in a demonstration in which they practice hearing sounds reverberate. His ultimate message is that we all find ourselves in the dark sometimes, facing difficulties in our lives. However, for each and every one of us, there is a way through that darkness, just like there was for him.

PREVIEWING

A Read the paragraph aloud as students read along. Note that at this point in the lesson, students already know what Kish's solution to his blindness is. Have students work individually to match the definitions.

Check answers as a class. Point out that the paragraph says that even those who can see have been inspired by Kish. Elicit ideas. Ask students to comment on what they find inspiring about Kish.

B Write *these dark unknowns* on the board. Elicit students' ideas about the meaning of the phrase. Point out the verb *navigate* that proceeds the phrase. Remind students that they've already heard the phrase once in the **Warm Up** video.

I have always regarded myself much like anyone else who navigates the dark unknowns of their own challenges.

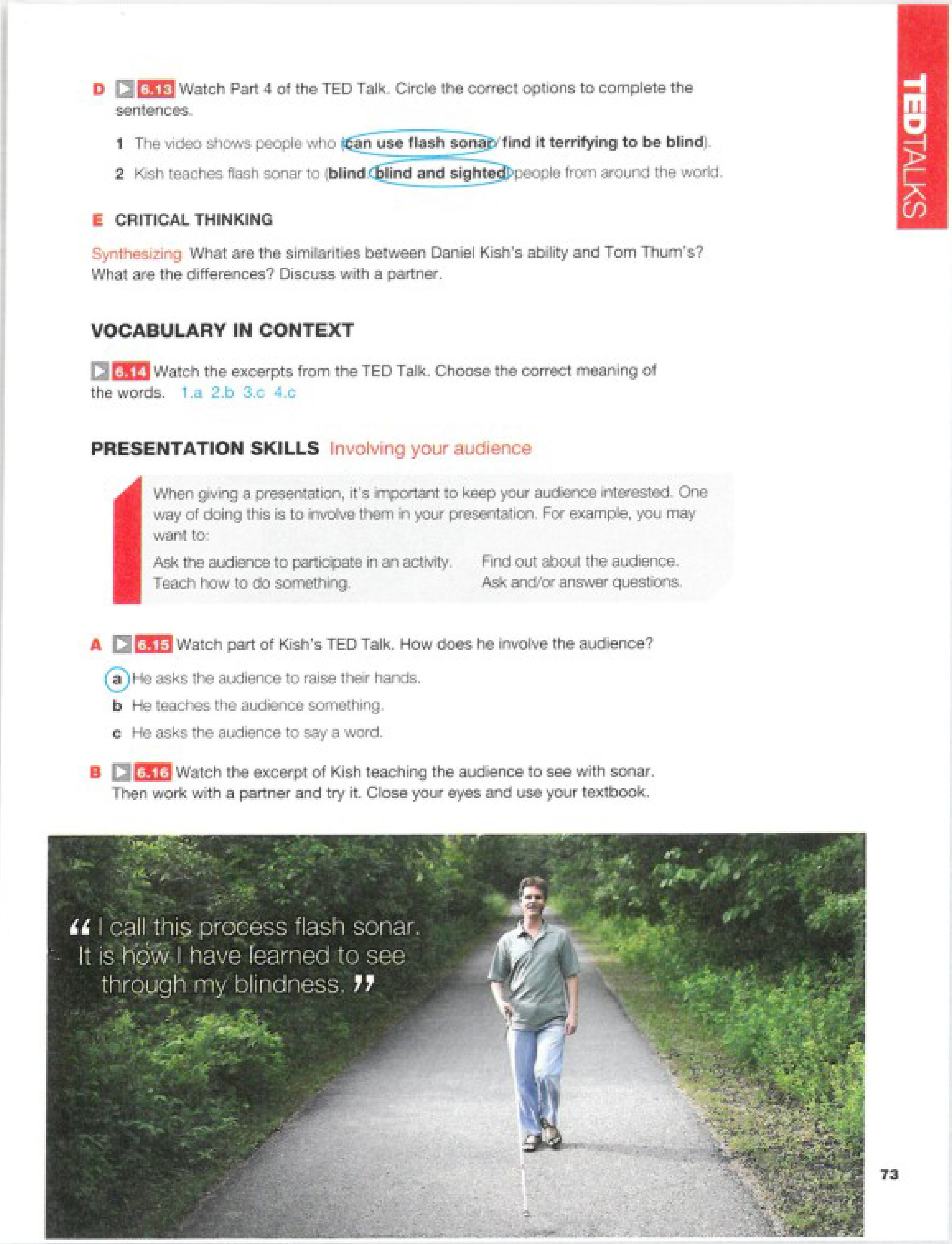
Make sure students understand that *dark unknowns* has two meanings in the paragraph—one literal and one metaphorical. The literal meaning is the darkness that a blind person experiences, and the metaphorical one is the uncertainty and challenges that we all face.

VIEWING

A Explain that by this point in the unit, students can probably guess the words in the sentences. Remind them to use the information they've learned about Kish in the **Warm Up** and the reading in **Lesson C**. Give students a few minutes to complete the sentences.

▶ 6.10 Play Part 1 of the TED Talk and have students check their answers.

B ▶ 6.11 Play Part 2 of the TED Talk. Check answers as a class or play the check-your-answers part of the video.



D ▶ **6.13** Watch Part 4 of the TED Talk. Circle the correct options to complete the sentences.

1 The video shows people who ([✓ **can use flash sonar**] / **find it terrifying to be blind**).

2 Kish teaches flash sonar to (**blind** / [✓ **blind and sighted**]) people from around the world.

E CRITICAL THINKING

Synthesizing What are the similarities between Daniel Kish's ability and Tom Thum's? What are the differences? Discuss with a partner.

VOCABULARY IN CONTEXT

▶ **6.14** Watch the excerpts from the TED Talk. Choose the correct meaning of the words. 1.a 2.b 3.c 4.c

PRESENTATION SKILLS Involving your audience

> When giving a presentation, it's important to keep your audience interested. One way of doing this is to involve them in your presentation. For example, you may want to:
>
> Ask the audience to participate in an activity.
> Teach how to do something.
> Find out about the audience.
> Ask and/or answer questions.

A ▶ **6.15** Watch part of Kish's TED Talk. How does he involve the audience?

[✓ **a**] He asks the audience to raise their hands.
b He teaches the audience something.
c He asks the audience to say a word.

B ▶ **6.16** Watch the excerpt of Kish teaching the audience to see with sonar. Then work with a partner and try it. Close your eyes and use your textbook.

“I call this process flash sonar. It is how I have learned to see through my blindness.”

C Students read the steps before playing the video. Tell them to put the events in order as they watch.

▶ **6.12** Play Part 3 of the TED Talk. Check answers as a class.

D Have students preview the task.

▶ **6.13** Play Part 4 of the video. Then play the check-your-answers part of the video.

E **CRITICAL THINKING** Have students work in pairs to brainstorm a list of similarities and differences between Kish and Tom Thum. Elicit the language for contrast from the unit. (*but, however, although*) Point out that the discussion is open to any thing about the two TED speakers. For example:

Tom Thum and Kish both make sounds with their mouths.

SUPPORT Write on the board:

Language for comparing: *both, and, same as*

Language for contrasting: *but, although, however*

VOCABULARY IN CONTEXT

▶ **6.14** Play the video. If necessary, play it again. Check answers as a class.

Elicit or provide example sentences for each word.

PRESENTATION SKILLS

A Read the information aloud as students read along. Ask students to raise their hands for ways of involving an audience they've either witnessed or tried in a presentation.

▶ **6.15** Play the video. Check answers as a class.

B ▶ **6.16** Play the video. Tell students to pretend that they are in the audience with Kish. Have students work with a partner to try to mimic the sonar demonstration.

EXTENSION ACTIVITY Have students work in pairs or small groups to try out echolocation even further. Note that the activity might be more successful if pairs can do it in a quiet location. Have pairs report back to the class about their experiences.

6E

Overcoming challenges

LESSON OVERVIEW

Aims: Practice inviting opinion; write about a challenge.

COMMUNICATE

A Divide the class into groups. Give them enough time to look over and discuss the topics. Encourage groups to come up with a topic that will be useful to a large number of their classmates.

Possible challenges:

living away from your family for the first time
balancing work and school
staying healthy as a student
living off a small budget

B Point out that the advice can include both suggestions to do, as well as to not do.

Give an example of a topic students have already encountered in the unit: *coping with stress before an exam*. Have students look back at the infographic to get ideas. Elicit advice. Suggestions included:

Take deep breaths during the exam.
Reward yourself after the exam.
Don't spend too much time online.

Model the sample conversation with a volunteer. Tell groups to brainstorm advice and write their six best ideas.

C Tell students to create a poster that is an infographic. Elicit ideas on what makes it a good infographic.

Make sure students understand that an infographic should be both interesting to look at, and provide useful information that's easy to understand. Give students enough time to complete their posters.

6E Overcoming challenges

COMMUNICATE Dos and don'ts Answers will vary

A Work in a group. Choose one of these everyday challenges, or think of your own. Think about what someone might do to face the challenge.

making friends in a new country
keeping fit
saving money for college
getting good grades
finding a good job
coping with depression

B Create a list of at least 6 tips about how to face the challenge. Write your ideas in the box below.

How to ______________________

1 ______________________
2 ______________________
3 ______________________
4 ______________________
5 ______________________
6 ______________________

Inviting opinions
What do you think? *What's your opinion?* *Do you agree?*

C Now create a poster with your information. Decide what visuals to include. How else can you make your poster interesting? Look back at the infographic on page 68 for ideas.

D Present your poster to the class. Make sure everyone presents part of the poster. Try to involve your audience as much as possible.

WRITING Facing a challenge Answers will vary

Think of someone you know who faced a challenge in their life. Write a paragraph about how they overcame it.

My brother Karl has really bad asthma. When he was younger, it was a real challenge for him. But as he got older, he learned how to deal with it. He plays in a lot of different sports teams at school and he recently won a tennis competition.

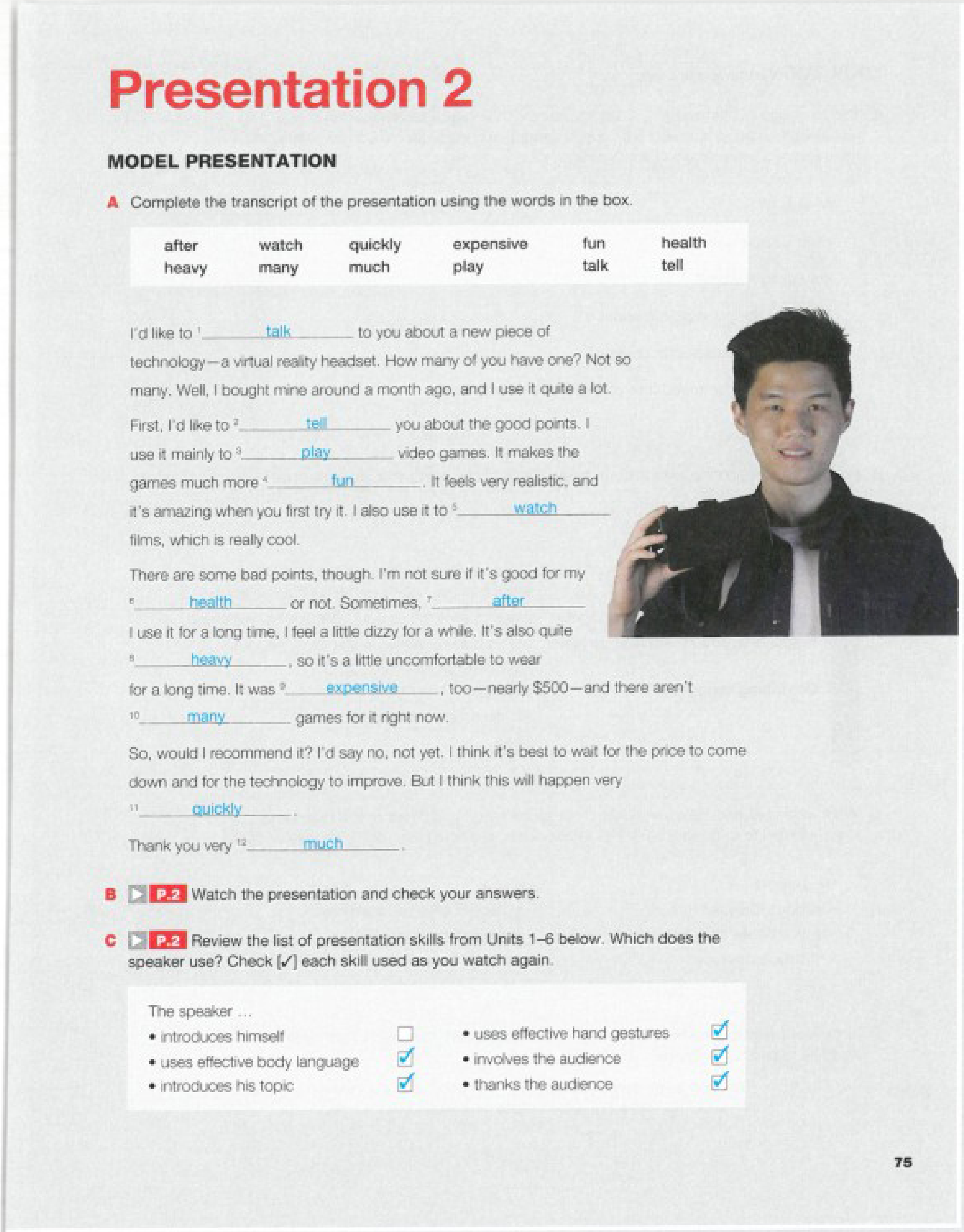
D Remind students that Daniel Kish involved his audience by asking them questions and having them do a demonstration. Model the phrases for **Inviting Opinions** as students repeat. Point out that sometimes these phrases can be used rhetorically and don't require the audience to answer them. For example, *What do you think?* is often used to get the audience thinking about their opinions.

Encourage students to incorporate all the presentation skills they've learned: introducing yourself, using effective body language and gestures, introducing the topic, thanking the audience, responding to ideas.

WRITING

Tell students that they can write about the person they spoke about in **C** of **Listening** in **Lesson A**, or someone new. Explain that they can also write about someone famous.

Read the example aloud. After students are finished writing, ask for volunteers to read their paragraphs to the class.



Presentation 2

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

after	watch	quickly	expensive	fun	health
heavy	many	much	play	talk	tell

I'd like to [1] talk to you about a new piece of technology—a virtual reality headset. How many of you have one? Not so many. Well, I bought mine around a month ago, and I use it quite a lot.

First, I'd like to [2] tell you about the good points. I use it mainly to [3] play video games. It makes the games much more [4] fun. It feels very realistic, and it's amazing when you first try it. I also use it to [5] watch films, which is really cool.

There are some bad points, though. I'm not sure if it's good for my [6] health or not. Sometimes, [7] after I use it for a long time, I feel a little dizzy for a while. It's also quite [8] heavy, so it's a little uncomfortable to wear for a long time. It was [9] expensive, too—nearly $500—and there aren't [10] many games for it right now.

So, would I recommend it? I'd say no, not yet. I think it's best to wait for the price to come down and for the technology to improve. But I think this will happen very [11] quickly.

Thank you very [12] much.

B P.2 Watch the presentation and check your answers.

C P.2 Review the list of presentation skills from Units 1–6 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker ...
- introduces himself ☐
- uses effective body language ☑
- introduces his topic ☑
- uses effective hand gestures ☑
- involves the audience ☑
- thanks the audience ☑

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Presentation 2

Aims: Students give a short presentation to a partner to introduce a new piece of technology, using each of the presentation skills they've learned in Units 4–6, as well as relevant skills from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences. Elicit some basic points about the presentation:

1. What is the purpose of the presentation? (to introduce a new gadget)
2. What is the topic? (a virtual reality headset)
3. What are the good points? (makes video games fun, can watch movies)
4. What are the bad points? (sometimes feel dizzy, heavy, expensive)
5. What does the speaker recommend? (not to buy the gadget yet—wait until it gets cheaper and better)

B P.2 Play the video/audio to check answers.

C Have students preview the task.

P.2 Play the video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–3:

1. introducing yourself
2. using effective body language
3. thanking the audience

Then elicit the presentation skills from Units 4–6:

4. introducing a topic
5. using gestures
6. involving the audience

Elicit the language that the speaker uses to introduce the topic. (*I'd like to talk to you about ...*)

Elicit techniques the speaker uses for making gestures and involving the audience. (asks a question and answers it)

Point out that the speaker does not introduce himself. Remind students that it is not always necessary to introduce yourself, especially when you are speaking to a group that already knows you. Elicit the language that the speaker uses to thank the audience. (*Thank you very much.*)

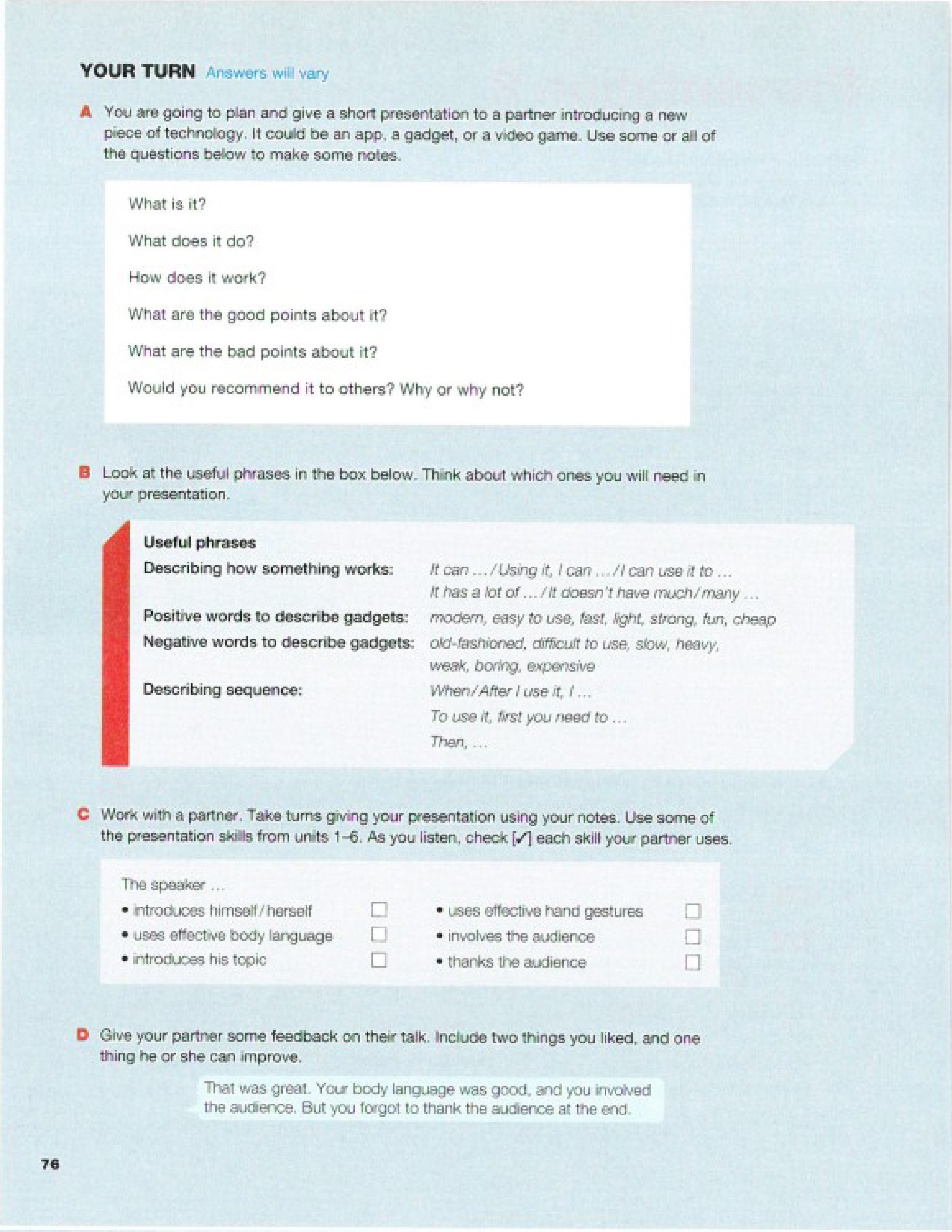
Review the presentation skills from Units 4–6 in more detail. Elicit the language options or techniques for each that students learned.

Introducing a topic: *I'm going to discuss ...; I want to show you ...; I want to tell you about ...; I'd like to share with you ...; I'd like to give a demonstration of ...*

Using gestures: *keep your hands relaxed; make gestures large enough for your audience to see; use gestures to make words and ideas easier to understand*

Involving your audience: *ask them to participate in an activity, teach them how to do something, find out about them, ask and/or answer questions*

YOUR TURN!



YOUR TURN Answers will vary

A You are going to plan and give a short presentation to a partner introducing a new piece of technology. It could be an app, a gadget, or a video game. Use some or all of the questions below to make some notes.

What is it?
What does it do?
How does it work?
What are the good points about it?
What are the bad points about it?
Would you recommend it to others? Why or why not?

B Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Describing how something works:	*It can … / Using it, I can … / I can use it to …* *It has a lot of … / It doesn't have much / many …*
Positive words to describe gadgets:	*modern, easy to use, fast, light, strong, fun, cheap*
Negative words to describe gadgets:	*old-fashioned, difficult to use, slow, heavy, weak, boring, expensive*
Describing sequence:	*When / After I use it, I …* *To use it, first you need to …* *Then, …*

C Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from units 1–6. As you listen, check [✓] each skill your partner uses.

The speaker …
- introduces himself / herself ☐
- uses effective body language ☐
- introduces his topic ☐
- uses effective hand gestures ☐
- involves the audience ☐
- thanks the audience ☐

D Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

That was great. Your body language was good, and you involved the audience. But you forgot to thank the audience at the end.

A Explain that asking and answering questions about your topic is a useful technique for planning content.

Tell students that they can use the answers as their notes for the speech, or they can write key phrases like the speaker did in Presentation 1. Remind students that they can write linear notes like the outline on page 76 or make a word web.

If necessary, give students 5–10 minutes to research a gadget or technology online and gather all the necessary information. Point out that it is better for students to talk about a gadget they have tried before because they can also explain how to use it and/or give a review.

B Read aloud the useful phrases as students repeat. Give students more time to adjust their notes and decide what language they want to use in their presentation.

Point out that the questions in **A** provide a logical flow of information for students to present about their gadgets or technology. Remind students of the gadget reviews they wrote in Unit 5. Tell them to talk about both good and bad points and then offer an opinion.

C Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for being both speakers and audience members in **Lesson E** of each unit. Review the language.

For Speakers:

Adding extra information: *and …; Also, …; What's more …; In addition …*

Conversation fillers: *Well …; Um …; Let's see …; Hmm …*

Inviting opinions: *What do you think? What's your opinion? Do you agree?*

For Listeners:

Showing interest: *Really? Yeah? Wow! Cool! That's great!*

Asking for clarification: *Can you repeat that please? Sorry, what did you say? Can you say that again?*

Responding to ideas: *Good idea! That's a great idea! Interesting! Tell me more.*

D Explain that when offering feedback after hearing a presentation, it's good to start with a short phrase of praise. Introduce some simple phrases for students to praise each other: *Well done; Great job; You did really well; That was great; That was interesting.*

Explain that after giving praise, students should next offer some positive feedback, just like the speaker in the example does (*Your body language was good, and you involved the audience.*) and then offer any points that need to be improved (*But you forgot to thank the audience at the end.*).

CHALLENGE Have students give their presentations to the entire class.

7 Confidence

“When is it suddenly not OK to love the way that we look? Because apparently we don't. Ten thousand people every month google, ‘Am I ugly?’”

Meaghan Ramsey
Self-esteem advocate, TED speaker

UNIT GOALS

In this unit, you will …

- describe people's appearance and personality.
- read about how the media affects the way we see ourselves.
- watch a TED Talk about the negative effects of low self-esteem.

WARM UP

▶ 7.1 Watch part of Meaghan Ramsey's TED Talk. Answer the questions with a partner.

1 How important do you think appearance is? Answers will vary
2 At what age do you think people start to think about their appearance? Answers will vary

UNIT GOALS

The unit focuses on issues of self-esteem and how society's obsession with image is affecting young minds. In this unit, students will practice talking about appearance and personality, sharing their impressions of themselves and their classmates. Point out that there is often a gap in how we see ourselves and how others see us. Note that talking about self-image and self-esteem may be a sensitive topic for some students. Encourage a comfortable atmosphere for learning by focusing on positive language use.

TED Speaker

Meaghan Ramsey is a brand developer and strategist for Dove Skin Care and the global director of Dove's Self-Esteem Project.

TED Talk Summary

Online platforms are adding to the problem of low self-esteem among teenagers, making them vulnerable to mean comments or bullying online. Ramsey says efforts must be made to teach children self-esteem by showing them their value doesn't come from their appearance but from their actions and whole selves.

Idea Worth Spreading

Changing the way we think about beauty will improve society as a whole.

7

Confidence

WARM UP

Have students look over the picture, caption, and quote on the page.

Elicit the meaning of the verb *google*. Ask students if the statistic in the quote surprises them. Have students read the discussion questions before playing the video.

▶ 7.1 Play the preview clip of the TED Talk.

For question 1, tell students to answer and give a reason. Write on the board:

I think appearance is really / somewhat / not really important.

For question 2, tell students to think about their personal experiences.

After students discuss, explain the meaning of *high self-esteem* and *low self-esteem*.

Language Note

The verb *google* became common after the search engine Google became popular. Note that is it used even when search engines other than Google are used.

Someone with *high self-esteem*, or *healthy self-esteem*, is confident with who they are and not overly critical of themselves. People with *low self-esteem* do not value themselves or their accomplishments because they have a negative self-image.

EXTENSION ACTIVITY Have students work individually to write about what they like and don't like about their appearance. After they write, have students evaluate themselves: do they have high self-esteem or low self-esteem in regard to their appearance?

7A

He's kind of shy.

LESSON OVERVIEW

Aims: Use adjectives for describing appearance and personality; listen for examples; talk about challenges.

Target Vocabulary: attractive, beautiful, easygoing, funny, handsome, heavy, honest, pretty, selfish, short, shy, smart, talkative, tall, thin, unfriendly

VOCABULARY

A Tell students to read the chart first, then do the activity.

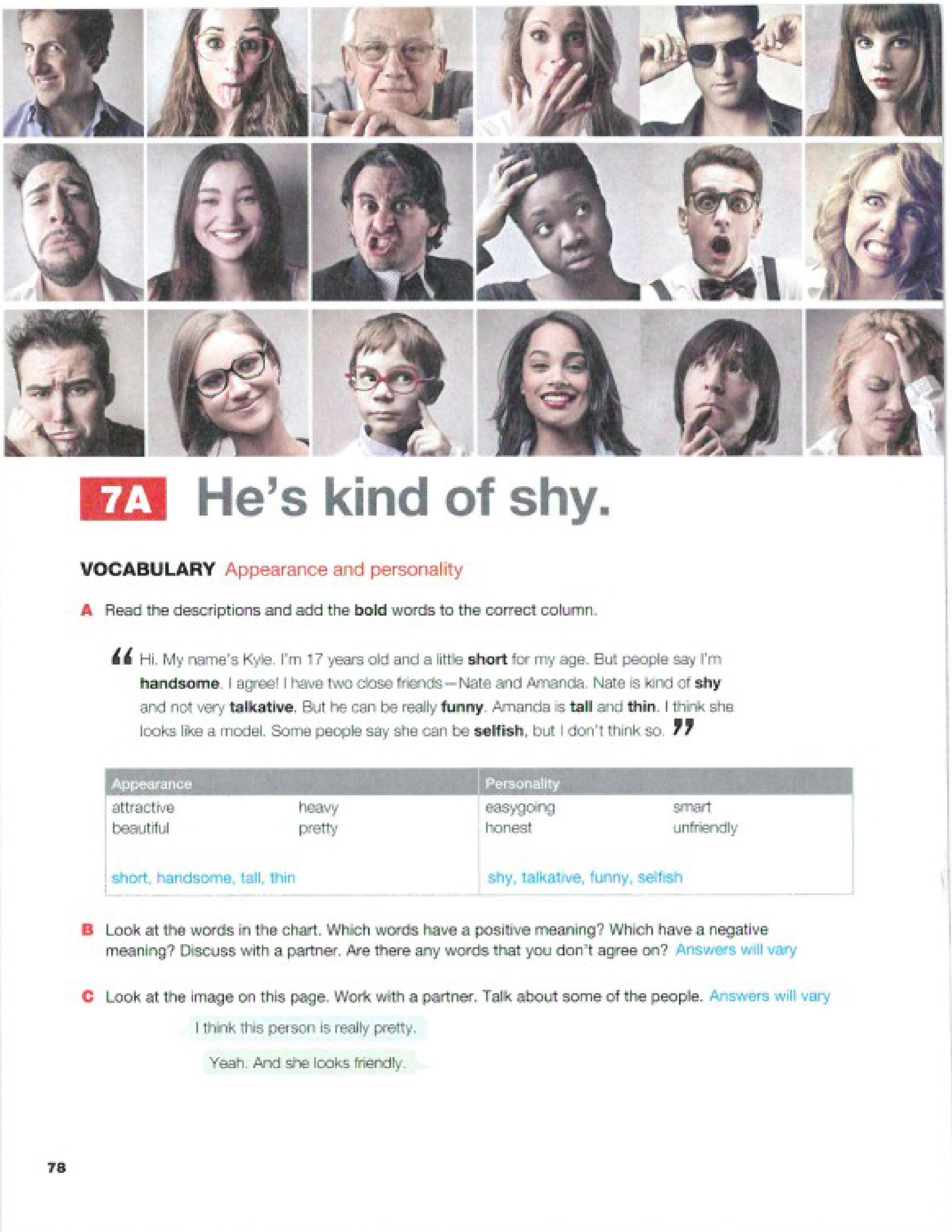
Have students check answers in pairs and brainstorm extra words to add.

Possibilities include:
Appearance: *short, petite, muscular, cute*
Personality: *silly, serious, sweet, relaxed*

B Have students discuss the question in pairs and make a mind map to organize the words as positive or negative. Point out that some words may be both. For example, *thin, easygoing,* and *talkative* might be positive or negative.

C Write a new chart with only positive words for appearance and personality on the board. Elicit any additional positive words that students came up with in **B**. Tell students to use this chart on the board for their discussion.

Model the conversation and point out that A mentions appearance, and B mentions personality. Explain that *I think this person is …* is used when talking about appearance because it is an opinion, and *He / She looks …* is used when talking about personality because it is only a guess (since personality cannot be evaluated from a picture). After pairs discuss, ask volunteers to share their impressions of the people in the pictures.



7A He's kind of shy.

VOCABULARY Appearance and personality

A Read the descriptions and add the **bold** words to the correct column.

> " Hi. My name's Kyle. I'm 17 years old and a little **short** for my age. But people say I'm **handsome**. I agree! I have two close friends—Nate and Amanda. Nate is kind of **shy** and not very **talkative**. But he can be really **funny**. Amanda is **tall** and **thin**. I think she looks like a model. Some people say she can be **selfish**, but I don't think so. "

Appearance		Personality	
attractive	heavy	easygoing	smart
beautiful	pretty	honest	unfriendly
short, handsome, tall, thin		shy, talkative, funny, selfish	

B Look at the words in the chart. Which words have a positive meaning? Which have a negative meaning? Discuss with a partner. Are there any words that you don't agree on? Answers will vary

C Look at the image on this page. Work with a partner. Talk about some of the people. Answers will vary

I think this person is really pretty.

Yeah. And she looks friendly.

Language Note

Some adjectives have a stronger tone than others. For example, *skinny* has more of a negative tone than *thin*. Note that neutral terms can also be negative or positive, depending on context.

Negative: *skinny, fat, old, messy, strange*
Neutral: *thin, heavy/plump, older, disheveled, unusual*
Positive: *slender/slim, curvy/plus-size, mature, unique*

LISTENING

A ▶ **7.2** Play the audio/video. Point out that students should circle all the words they hear. Check answers as a class.

B Read **Listening for similarities** aloud. Write the sample sentences on the board. Explain their meaning and use.

Give students time to preview the task.

▶ **7.2** Play the audio/video again and have students circle the correct options as they watch. Check answers as a class.

LISTENING Like mother, like daughter

A ▶ 7.2 Bonnie Kim is talking about herself and her mother. Watch and circle the words you hear.

[✓ talkative] quiet [✓ shy] funny [✓ easygoing] [✓ tall]

Listening for similarities
The following phrases are used to describe similarities.

*We're **both** short.*	***Both of us** like eating out.*
***Neither of us** is very tall.*	*We look **the same**.*

B ▶ 7.2 Watch again. Circle **T** for true or **F** for false.

1 Kim and her mother are both quite tall. [✓ T] F
2 Kim is talkative, but her mother is very quiet. T [✓ F]
3 Kim and her mother both like sports. T [✓ F]
4 Kim and her mother both enjoy cooking. T [✓ F]

Bonnie Kim takes a selfie with her mother in Seoul, Korea.

C CRITICAL THINKING
Personalizing In what ways are you similar to your parents? Discuss with a partner.
Answers will vary

SPEAKING Talking about family

A ▶ 7.3 How are speaker B and his father similar? They look similar and have the same nose

A: Wow, that's a great photo! Is that your dad?
B: Yeah.
A: You look just like him. exactly / a lot
B: Do you think so?
A: Yeah, you have the same nose. eyes / mouth
B: I guess so. But we have really different personalities.
A: Really? What's he like?
B: Well, he's really talkative, but I'm a little quiet. a bit / fairly
A: And I guess that's your mom. She looks really nice. happy / friendly
B: Yeah, she is. Everyone loves my mom.

B Practice the conversation with a partner. Practice again using the words on the right.

C Write below the names of four members of your family. Work with a partner. Ask each other about the people on your lists. Answers will vary

_______ _______ _______ _______

What's your sister like?
She's really easygoing and fun.

Grammar Note

Students are introduced to ways to discuss similarities. Explain to students that the phrases *both of us* and *neither of us* are used when talking about similarities between two people. Explain that *Neither of us* means the same as "Both of us don't".

Both of us always takes a plural verb, e.g. *Both of us are happy*.

Neither of us can take a plural or singular verb, but a singular verb is favored in American English, e.g. *Neither of us is happy*.

EXTENSION ACTIVITY Have partners use the language they've learned for similarities to compare their two relatives.

Elicit how to make each false statement true.

C CRITICAL THINKING Tell students to use the words from **Vocabulary** to support their answers and focus on appearance and personality.

Note that *neither* and *both* are used when comparing two people or things. Introduce language for students to compare themselves with both parents at once:

We all … / None of us are … / All of us …

SPEAKING

A Read the question aloud. Ask students to read along as they watch.

▶ 7.3 Play the audio/video.

B Model the conversation with a student. Then have students work in pairs to practice the conversation.

C Point out that they can write the person's name or relationship, such as *sister, brother, uncle,* etc.

Model the conversation with a volunteer.

7B

He thinks he's too tall.

LESSON OVERVIEW

Aims: Read an infographic about self-esteem; use intensifying/modifying adverbs; describe a famous person who is like you.

Infographic Summary: The infographic illustrates how people from different countries feel about their appearance. The data shows that Mexicans are the most confident in their looks while Japanese are the least.

LANGUAGE FOCUS

A ▷ **7.4** Play the audio/video as students read along. Then give them additional time to look over the infographic.

Ask them if their country is mentioned or how they think people would answer. Ask students to raise their hands if the results surprised them. Elicit examples of what points were surprising.

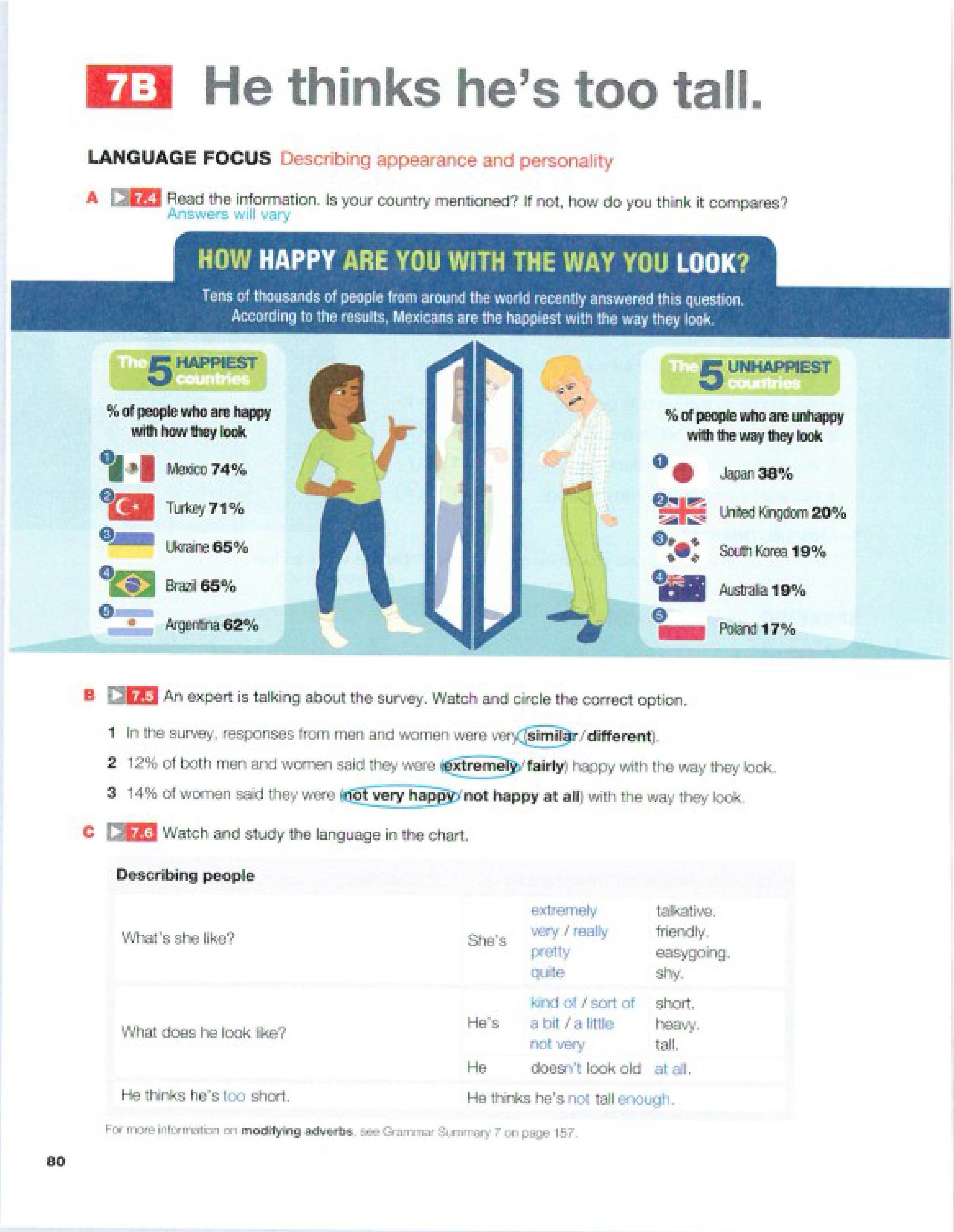
B Have students read the sentences first.

▷ **7.5** Play the audio/video. Have students check answers as a class.

C Have students read over the language chart before playing the audio.

▷ **7.6** Play the audio/video, stopping to have students repeat each question and answer.

Draw students' attention to the modifying adverbs. Remind them that an adverb's job is to modify a verb or adjective and that they were introduced to adverbs of frequency in Unit 2. (*always, usually, sometimes, etc.*) Explain that modifying adverbs tell us how something is done.



7B He thinks he's too tall.

LANGUAGE FOCUS Describing appearance and personality

A ▷ **7.4** Read the information. Is your country mentioned? If not, how do you think it compares?
Answers will vary

HOW HAPPY ARE YOU WITH THE WAY YOU LOOK?

Tens of thousands of people from around the world recently answered this question. According to the results, Mexicans are the happiest with the way they look.

The 5 HAPPIEST countries

% of people who are happy with how they look

1. Mexico **74%**
2. Turkey **71%**
3. Ukraine **65%**
4. Brazil **65%**
5. Argentina **62%**

The 5 UNHAPPIEST countries

% of people who are unhappy with the way they look

1. Japan **38%**
2. United Kingdom **20%**
3. South Korea **19%**
4. Australia **19%**
5. Poland **17%**

B ▷ **7.5** An expert is talking about the survey. Watch and circle the correct option.

1 In the survey, responses from men and women were very ([✓ **similar**] / **different**).
2 12% of both men and women said they were ([✓ **extremely**] / **fairly**) happy with the way they look.
3 14% of women said they were ([✓ **not very happy**] / **not happy at all**) with the way they look.

C ▷ **7.6** Watch and study the language in the chart.

Describing people

What's she like?	She's	extremely very / really pretty quite	talkative. friendly. easygoing. shy.
What does he look like?	He's	kind of / sort of a bit / a little not very	short. heavy. tall.
	He	doesn't look old	at all.
He thinks he's too short.	He thinks he's not tall enough.		

For more information on **modifying adverbs**, see Grammar Summary 7 on page 157.

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Grammar Note

A modifying adverb is also called a *degree adverb* or an *intensifying adverb* and describes a level to which something happens.

Write the adverbs on the board from most to least.

Note that *not at all* and *not enough* are used as negatives. Point out that *not enough* is always split as an adverb: *He was not fast enough.* However, *not at all* can either be split between the adjective it's modifying or not split: *He was not at all angry* and *He was not angry at all* are both correct.

D Have students work individually to complete the sentences. Check answers as a class. Elicit the meaning of each sentence as you check answers.

Note that for item 5, *My hair is too short, I think* is less common but also possible. Make sure students split the adverb in item 6: *Jack thinks he's not thin enough.*

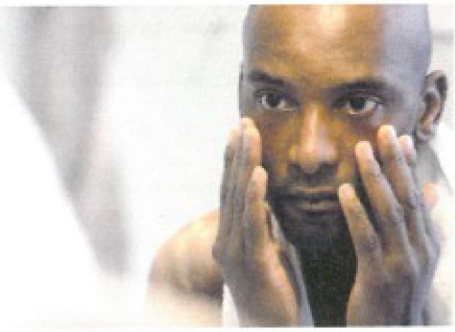
D Unscramble the words to make sentences.

1 honest / not / is / Lucia / very — Lucia is not very honest.
2 smart / pretty / Paul / is — Paul is pretty smart.
3 is / of / short / Chris / kind — Chris is kind of short.
4 all / isn't / Richard / friendly / at — Richard isn't friendly at all.
5 I / short / is / hair / my / too / think — I think my hair is too short.
6 thinks / enough / not / thin / Jack / he's — Jack thinks he's not thin enough.

E Match the sentences that have a similar meaning.

1	He's too young.	He's not very old.
	He's pretty young.	He's not old enough.
2	He's really unfriendly.	He's not friendly at all.
	He's a bit unfriendly.	He's a little unfriendly.
3	He's kind of talkative.	He's really talkative.
	He's extremely talkative.	He's fairly talkative.

F ▶ 7.7 Complete the information. Circle the correct words. Listen and check your answers.



Poor body image is not just a problem for women. Many men are also ^{1}([✓ **fairly**]/ **enough**) unhappy with the way they look—and experts believe the problem is getting worse. Like many women, some men believe that they are ^{2}([✓ **too**]/ **at all**) heavy. But many others believe that they are ^{3}(**enough**/ [✓ **too**]) thin and not muscular ^{4}([✓ **enough**]/ **too**). As a result, there are more men these days who develop serious health problems because of their body image issues. What's also ^{5}([✓ **very**]/ **too**) worrying is that men who suffer with these problems are less likely than women to talk to somebody about it.

SPEAKING A movie of your life

A Imagine you are making a movie about your life so far. Write the names of four important people from your life. These people will be the main characters in your movie.

Answers will vary

B Now think about which actors or actresses you'd like to play the different characters. Think about their appearance, age, and personality. Explain your choices to a partner.

Answers will vary

I'd like Tom Cruise to play me. He's quite short, and he's extremely handsome.

OK. But he's too old now. You're only 22!

E Have students work individually. Check answers as a class. Point out that there is more than one way to say the same thing, which is one thing that makes language so interesting!

F ▶ 7.7 Have students work individually. Then play the audio/video to check answers.

CHALLENGE Ask students to work in pairs to summarize the content of the paragraph.

SPEAKING

A Ask students to think which people from their lives would be interesting characters in their movies. Encourage students to consider family, friends, and people who have influenced them greatly.

Give students a few minutes to decide and write the names.

B Tell students to write the name of the actor next to each person's name. Explain that partners are not going to know the important people in the movie, so students must describe them when giving the actor's name. If possible, have them show a picture, too.

Model the conversation with a volunteer. Explain that their conversation should sound similar to the tone in **Lesson A**. Write on the board:

I'd like Miley Cyrus to play my sister. My sister and Miley are both unique. And they both have short hair.

Encourage students to use the vocabulary and language for similarities from **Lesson A**.

EXTENSION ACTIVITY Have students write a tagline for their movies. Explain that a tagline is a one-sentence summary of what makes the movie unique and exciting. Have students work individually. Then divide the class into groups and have students read their taglines to the group. Point out that movies are often about overcoming challenges. Encourage students to also use language that they learned in Unit 6.

7C

Pressure to be "perfect"

LESSON OVERVIEW

Aims: Read and comprehend an article about body image; understand main ideas and statistics.

Target Vocabulary: avoid, issue, properly, self-esteem, withdraw

Reading Summary: The issue of negative body image has become an increasingly serious problem with teenagers. Exposed to media that overwhelms them with unrealistic pictures of perfect looking people, many young people end up with eating disorders or distorted self-esteem because they are unable to attain the same image ideal. And the issues don't end as you age and mature. Developing a health body image needs to be more strongly encouraged by society as a whole. One idea is that schools start giving body image lessons.

PRE-READING

A Have students look at the title, picture, and caption. Give them time to read, not skim, the first paragraph. Check answers as a class. Ask students to identify which sentence gives the main idea of the passage.

Elicit a definition of *body image* and *big issue.* Make sure students understand that *issue* is a *problem*.

B Have students work individually. Check answers as a class.

▶ 7.8 Play the audio/video as students read along. Note that students should also read the glossary at the bottom of the passage.

Draw students' attention to the picture. Ask them to identify why that picture is being used for an article about body image. Students should recognize the contrast between the images on the wall and the people walking by them—realistic body types are not being represented.

7C Pressure to be "perfect"

PRE-READING Previewing

A Read the first paragraph of the article. What problem is mentioned? What do you think causes this problem? Discuss with a partner. problems with body image Answers will vary

B Read the passage. What possible solutions are mentioned? Providing body image lessons in schools; focusing on people's actions rather than their appearance

▶ 7.8

1 Body image—the way people feel about their appearance—is a big **issue** for many young people today. According to two different studies, more than half the teenage girls in the United States think they should be on a diet, and almost one in five teenage boys are worried about their bodies and their weight.

2 But what's the cause? Many blame the media.[1] Turn on the TV, and you'll likely see beautiful models, handsome actors, and fit sports stars. Open a magazine or newspaper, browse the Internet, and it's unlikely to be any different.

3 Many young people feel pressure[2] to look like these "perfect" people. But for most, this is just not possible. In the United States, for example, the average woman is 163 centimeters tall and weighs 64 kilograms. The average model is 180 centimeters tall and weighs 53 kilograms.

4 When people don't match up to these standards, many develop low **self-esteem**. Some stop eating **properly** in order to lose weight. Others lose so much confidence that they start to **withdraw** from classroom activities at school.

5 Body image issues do not disappear as we get older, either. In the United Kingdom, for example, women over 50 spend more money on cosmetics[3] than any other age group. Older men spend large amounts of money trying to **avoid** hair loss.

6 Is there a solution to the problem? A 2013 study in the United Kingdom recommended that body image lessons be provided in schools. Others believe it's a problem that all of society needs to tackle. As self-esteem advocate Meaghan Ramsey says, "We need to start judging people by what they do, not what they look like."

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[1] **the media:** *n.* radio, newspapers, magazines, etc.
[2] **pressure:** *n.* the feeling that you must do something
[3] **cosmetics:** *n.* things that people put on their face and body to look more attractive, e.g., makeup

UNDERSTANDING MAIN IDEAS

Tell students to carefully read over the passage again.

Check answers as a class. Elicit the language in each paragraph that gives its main idea.

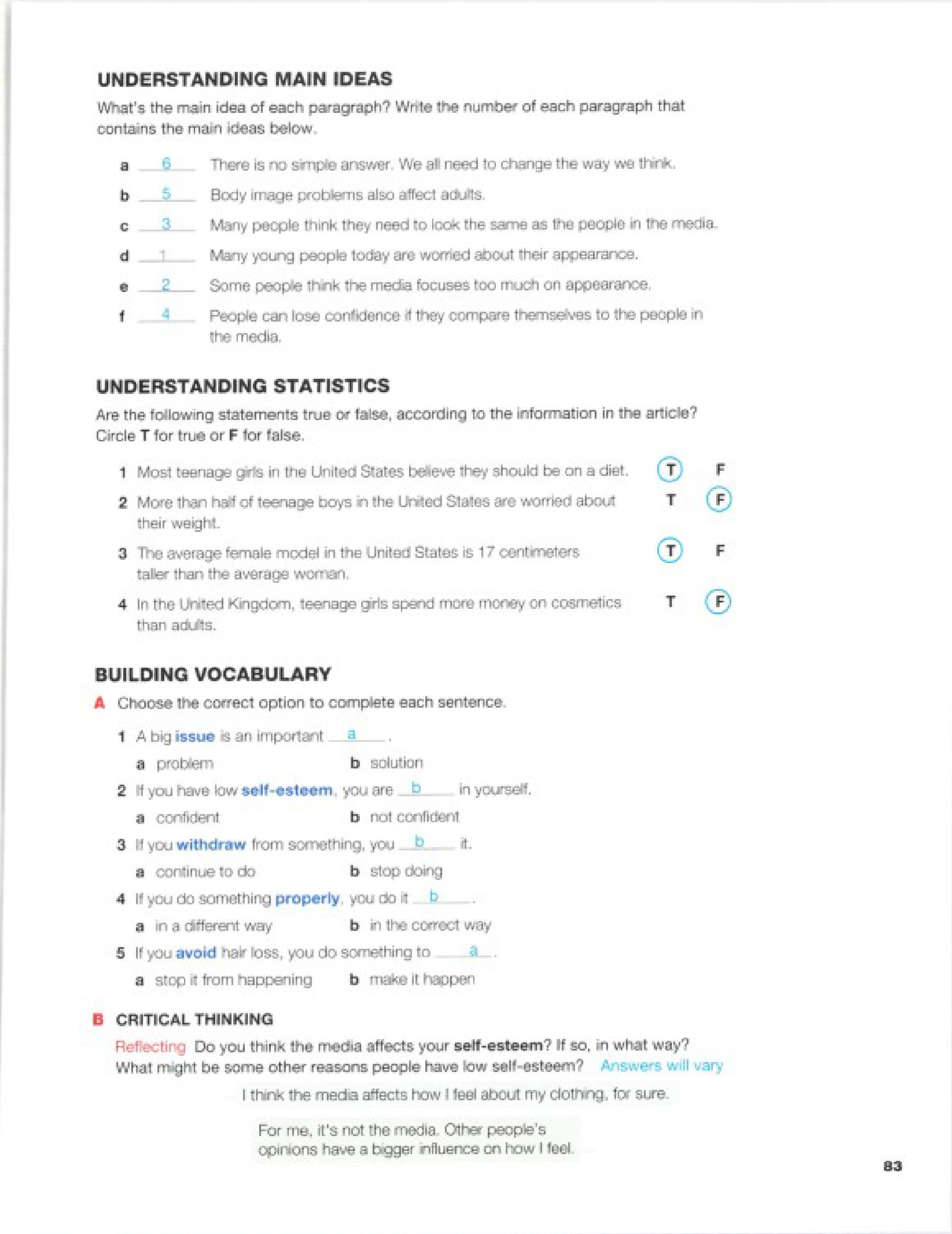
Point out that the main message in each paragraph is often the first sentence. Tell students that this is called the *topic sentence*.

UNDERSTANDING STATISTICS

Explain that *statistics* refers to numbers and data that support the main message of each paragraph (the topic sentence), as well as the overall message of the passage (the thesis).

Point out that authors generally try to give statistics in an easy-to-understand way.

Have students work in pairs to find each statistic in the passage. Check answers as a class.



UNDERSTANDING MAIN IDEAS

What's the main idea of each paragraph? Write the number of each paragraph that contains the main ideas below.

a __6__ There is no simple answer. We all need to change the way we think.
b __5__ Body image problems also affect adults.
c __3__ Many people think they need to look the same as the people in the media.
d __1__ Many young people today are worried about their appearance.
e __2__ Some people think the media focuses too much on appearance.
f __4__ People can lose confidence if they compare themselves to the people in the media.

UNDERSTANDING STATISTICS

Are the following statements true or false, according to the information in the article? Circle **T** for true or **F** for false.

1 Most teenage girls in the United States believe they should be on a diet. [✓ T] F
2 More than half of teenage boys in the United States are worried about their weight. T [✓ F]
3 The average female model in the United States is 17 centimeters taller than the average woman. [✓ T] F
4 In the United Kingdom, teenage girls spend more money on cosmetics than adults. T [✓ F]

BUILDING VOCABULARY

A Choose the correct option to complete each sentence.

1 A big **issue** is an important __a__.
   a problem b solution
2 If you have low **self-esteem**, you are __b__ in yourself.
   a confident b not confident
3 If you **withdraw** from something, you __b__ it.
   a continue to do b stop doing
4 If you do something **properly**, you do it __b__.
   a in a different way b in the correct way
5 If you **avoid** hair loss, you do something to __a__.
   a stop it from happening b make it happen

B **CRITICAL THINKING**

Reflecting Do you think the media affects your **self-esteem**? If so, in what way? What might be some other reasons people have low self-esteem? Answers will vary

I think the media affects how I feel about my clothing, for sure.

For me, it's not the media. Other people's opinions have a bigger influence on how I feel.

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For questions 1 and 2, ask students to find the actual figures given in the passage.

1. *more than half* (line 4)
2. *almost one in five* (line 6)

For question 3, have a student volunteer to do the math on the board to see that *17 cm taller* is correct. (paragraph 3)

3. 180 cm (model) – 163 cm (average woman) = 17 cm

For question 4, ask students to explain the conclusion (paragraph 5): *Women over 50 spend more than any other group, so therefore they spend more than teenage girls.*

Ask students if the statistics were easy to understand or not. Elicit other ways to present the statistics in the first paragraph.

BUILDING VOCABULARY

A Have students work individually and then check answers in pairs. Elicit new example sentences for each word.

B **CRITICAL THINKING** Read the questions aloud.

Have pairs share some of their discussion. Get students thinking about how social media especially plays a role in the problem.

EXTENSION ACTIVITY Have students work in pairs or small groups to plan a body-image lesson. Tell them to think about what is important for developing a positive body image. Have groups make a lesson plan showing activities and discussions during their class.

Content Note

Social media especially has caused body-image issues to grow increasingly troublesome over the last decade. Social media sites allow people to comment freely about each other, which can lead to a kind of cyberbullying.

7D

Why thinking you're ugly is bad for you

LESSON OVERVIEW

Aims: Watch and understand a talk about the importance of healthy self-esteem; practice adding support by giving statistics.

Target Vocabulary: judge (v.), individual, value (v.), whole

TED Talk Summary: Meaghan Ramsey believes that low self-esteem among youth is becoming an epidemic. In her TED Talk, she offers statistics that demonstrate how bad the problem is getting and points out that the amount of time young people spend online is making the situation worse. Ramsey notes that students with low self-esteem underperform in school, and if we can fix this self-esteem problem, we can improve the world as people will have more confidence to function at the best of their abilities.

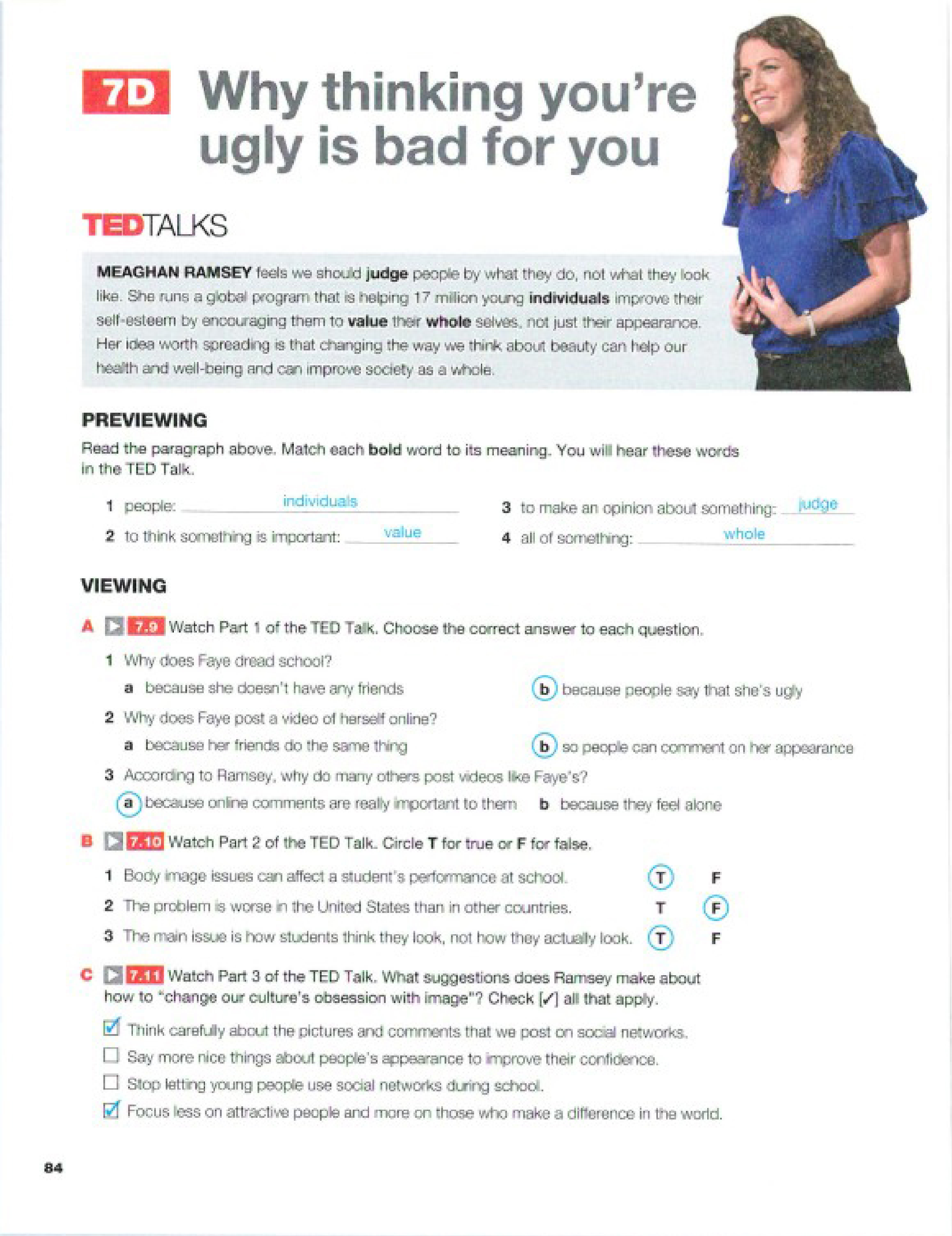
PREVIEWING

Read the paragraph aloud as students read along. Note that up to this point in the lesson, students are well informed about body image issues among youth. In the video, Ramsey goes more deeply into the role of social media in this problem. Have students work individually to match the definitions. Check answers as a class. For more on Ramsey's global program for self-esteem, see **Content Note** on the next page.

VIEWING

A ▶ **7.9** Play Part 1 of the TED Talk. Have students work individually. Check answers as a class. Elicit the statistics that students heard in Part 1:

Ten thousand people every month google, "Am I ugly?"
Thousands of people are posting videos like this.



7D Why thinking you're ugly is bad for you

TEDTALKS

MEAGHAN RAMSEY feels we should **judge** people by what they do, not what they look like. She runs a global program that is helping 17 million young **individuals** improve their self-esteem by encouraging them to **value** their **whole** selves, not just their appearance. Her idea worth spreading is that changing the way we think about beauty can help our health and well-being and can improve society as a whole.

PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 people: individuals
2 to think something is important: value
3 to make an opinion about something: judge
4 all of something: whole

VIEWING

A ▶ **7.9** Watch Part 1 of the TED Talk. Choose the correct answer to each question.

1 Why does Faye dread school?
a because she doesn't have any friends [✓ b] because people say that she's ugly
2 Why does Faye post a video of herself online?
a because her friends do the same thing [✓ b] so people can comment on her appearance
3 According to Ramsey, why do many others post videos like Faye's?
[✓ a] because online comments are really important to them **b** because they feel alone

B ▶ **7.10** Watch Part 2 of the TED Talk. Circle **T** for true or **F** for false.

1 Body image issues can affect a student's performance at school. [✓ T] F
2 The problem is worse in the United States than in other countries. T [✓ F]
3 The main issue is how students think they look, not how they actually look. [✓ T] F

C ▶ **7.11** Watch Part 3 of the TED Talk. What suggestions does Ramsey make about how to "change our culture's obsession with image"? Check [✓] all that apply.

☑ Think carefully about the pictures and comments that we post on social networks.
☐ Say more nice things about people's appearance to improve their confidence.
☐ Stop letting young people use social networks during school.
☑ Focus less on attractive people and more on those who make a difference in the world.

Ask students what they think of Faye asking others for opinions about her appearance. Explain that Faye's low self-esteem means that she cannot see herself for who she truly is.

B Have students preview the task.

▶ **7.10** Play Part 2 of the TED Talk. Check answers as a class.

Point out that the statements help support a message that students also read about in **Lesson C**. Have students go back to the reading passage and find the line that introduces the idea of students struggling due to low self-esteem: *Others lose so much confidence that they start to withdraw from classroom activities at school.* (paragraph 4)

C Have students preview the task before watching the video.

▶ **7.11** Play Part 3 of the TED Talk. Then play the check-your-answers part of the video.

D **CRITICAL THINKING** Give students time to read the posts. Tell pairs to use the answers for **C** to help them decide Ramsey's feeling about each post.

D CRITICAL THINKING

Applying Read the social media posts below. How do you think Meaghan Ramsey would feel about each one? Discuss with a partner. Answers will vary

"Wow! You lost a lot of weight. Well done!"

"Maria Sharapova is my favorite tennis player. She's so beautiful!"

"Congratulations on your exam result!"

VOCABULARY IN CONTEXT

▶ 7.12 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.a 2.b 3.b 4.a

PRESENTATION SKILLS Adding support by giving statistics

You can use statistics to support any claims you make in a presentation. For example:

***Nine out of ten** people …*	***5 percent** of students …*
***One in three** women …*	*Every day, **500** men …*

A ▶ 7.13 Watch the excerpts from Meaghan Ramsey's TED Talk. Complete the sentences with the numbers you hear.

1 "Ten thousand people every month google, 'Am I ugly?'"
2 "Six out of ten girls are now choosing not to do something because they don't think they look good enough."
3 "Thirty-one percent, nearly one in three teenagers, are withdrawing from classroom debate."
4 "One in five are not showing up to class at all on days when they don't feel good about it."

B Look again at the statements in **A**. Which of the statistics do you find most surprising? Do you think the numbers would be similar in your country? Discuss with a partner. Answers will vary

Note that students should understand Ramsey wants people to make fewer comments about appearance, even positive comments. While the first two posts seem to be complimentary, both actually focus on appearance over accomplishments. Only the third post focuses on an achievement.

VOCABULARY IN CONTEXT

▶ **7.12** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the information aloud as students read along. Remind students that statistics are a form of supporting details. Point out that statistics have a strong impact as supporting details because they often represent a large number of people. Also, people trust numbers.

▶ **7.13** Play the video. Check answers as a class.

Remind students that statistics can be presented in different ways. Elicit ideas for how to reword the statistics in items 2, 3, and 4. Possibilities include the following:

2. sixty percent of girls
3. nearly one-third of teenagers
4. twenty percent of students

B Remind students of the infographic in **Lesson B** about self-esteem in different cultures and countries. Ask partners to share what is typical with young people in their home countries in regard to body image and self-esteem.

EXTENSION ACTIVITY Introduce the statistics in the **Content Note** below about Ramsey's Dove Self-Esteem Project. Have students work in small groups. Tell them to go to the campaign's website. Ask them to find information, an activity, or a video to share with their classmates that will help them improve self-esteem. Have each group make a short presentation.

Content Note

The Dove Self-Esteem Project mission is to gather resources that will help tackle the body image problem that youth are facing today. The site offers resources to teachers who want to lead body image lessons, as well as to students who want to become mentors.

Introduce the following statistics about the impact that the project is making:

1.5 million parents have accessed the site

625,000 teachers have done self-esteem workshops for 17 million young people in over 112 countries

7E

What do you think?

LESSON OVERVIEW

Aims: Practice inviting opinions; write about a challenge.

COMMUNICATE

A Explain that students are going to think about what they read and watched in the unit. Partners read the questions and share thoughts. Ask them to write their answers next to each question.

Elicit or explain the meaning of any unfamiliar terms.

Language Note

Plastic surgery, or *cosmetic surgery*, refers to a medical operation that changes a person's appearance. It can be done for medical reasons, as for a burn victim, as well as to attain a certain ideal body image.

When you *"like"* a post on a social media site, such as Facebook or YouTube, you show others that you approve of or agree with it.

A *beauty contest* is a competition in which women compete against one another, based on appearance.

B Tell students to take a class poll. If possible, let students ask the questions and tally *Yes* or *No* votes.

If necessary, read each question aloud. Then ask students their opinion. Have a volunteer tally on the board the number of *Yes*, *No*, and *No opinion* responses.

Before students start the poll, draw their attention to **Useful Phrases**. Point out that if students don't want to give an answer, they can use one of these phrases.

C Model the conversation with a volunteer.

Ask students to each come up with one statistic from the results of the class poll.

7E What do you think?

COMMUNICATE A class poll Answers will vary

A Discuss the questions below with a partner. Explain your answers.

1 Do you think the media in your country focuses too much on appearance?
2 Do you think teenagers worry more than adults about their appearance?
3 Do you think teenage girls have more body issues than boys?
4 Is it OK to comment on a post that asks, "Am I ugly?"?
5 Do you think it's a good idea for schools to have body image lessons?
6 Would you ever consider plastic surgery?
7 Do you worry about the number of "likes" you get on social media?
8 Do you think beauty contests are a bad thing?

B Work as a class. For each question above, take a poll. How many people think "yes"? How many think "no"? Make a note of the results.

Declining to answer a question
Sorry, I'd rather not say. *I'd prefer not to answer.* *No comment!*

C Work with a partner. Discuss the results of the class poll. Was anything surprising? Use statistics to describe the results.

So, 9 out of 20 don't like beauty contests. That's nearly half.

Yeah. That's surprising! I thought it would be more.

WRITING Describing someone Answers will vary

A What is your best friend like? List four words that describe his or her personality and appearance.

________ ________ ________ ________

B Use the information in **A** to write a description of your best friend. Does your friend ever worry about his or her appearance?

> My best friend is Alfonso. He's really smart and considerate. He's also really tall and thin. He loves being tall, but he sometimes worries about being too thin ...

WRITING

A Tell students to use the language from the unit to describe appearance and personality. Remind them of Ramsey's message of not focusing on appearance, but instead on skills and achievements.

B Read the example aloud. Point out that the writer only includes Alfonso's positive (or neutral) traits.

CHALLENGE Have students write a description of themselves and use only positive language.

EXTENSION ACTIVITY Divide the class into eight groups. Assign each group a question from the poll to have a discussion about the class poll results.

8 Wild Places

“As a filmmaker, I've been from one end of the Earth to the other trying to get the perfect shot.”

Karen Bass
Filmmaker, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about natural attractions.
- read about an incredible place.
- watch a TED Talk about the joys of filming the natural world.

WARM UP

▶ **8.1** Watch part of Karen Bass's TED Talk. Answer the questions with a partner.

1 How would you describe the place in the video?
Answers will vary
2 Would you like to go there? Why or why not?
Answers will vary

87

8

Wild Places

WARM UP

Have students look over the picture, caption, and quote on the page.

▶ **8.1** Play the preview clip of the TED Talk.

Write the quote by Bass on the board. Note that it does not appear in the video clip. Elicit or explain the meaning of *from one end of the Earth to the other.* Make sure students understand that Bass has traveled almost everywhere in the world for her work of filming nature programs.

For question 1, if necessary, have the class brainstorm a list of adjectives to describe before students discuss. Possibilities include *snowy, cold, hot, dry, windy, big, beautiful, amazing,* and *mysterious.*

Note that the video shows an extreme location, and students might naturally use strong adjectives when giving their answers. (*very cold, really cold*)

For question 2, encourage students to also look through the unit to see if there is any place featured that they'd like to visit.

SUPPORT Write on the board:

It looks ...
I'd like to go there because ...
I think I'd like it there because ...
I don't think I'd like it there because ...

EXTENSION ACTIVITY Play the video again. Then play the video for the **Warm Up** to Unit 3. Ask students to make a list of similarities between the two videos. Note that students will be asked to use this list for a discussion in the **Extension Activity** in **Lesson B.**

UNIT GOALS

The unit focuses on nature, especially remote places. Students will read, watch, and talk about extraordinary locations and extreme conditions, learning the language and vocabulary to talk about places and make comparisons among them. By the end of the unit, students can speak with enthusiasm about the natural world and describe similarities.

TED Speaker

Karen Bass is a British filmmaker and producer of nature programs. She has filmed in locations all over the world for BBC and National Geographic.

TED Talk Summary

Karen Bass travels the globe finding unique places and species that haven't been filmed yet. She talks about her passion for her job and how happy it makes her to be able to introduce remote parts of the amazing natural world, especially thanks to new technology.

Idea Worth Spreading

Technology is taking our travels farther and letting us explore more unknown parts of the natural world.

8A

The natural world

LESSON OVERVIEW

Aims: Learn nouns for natural features; listen to a person talking about a remote location; practice talking about places.

Target Vocabulary: beach, canyon, desert, island, lake, mountain, ocean, waterfall

VOCABULARY

A Read the words in the box aloud as students practice pronunciation. Have students circle the features they can see in the photo. Clearly visible in the photo is a lake, a mountain, and an island. Then ask students to work in pairs to discuss and give examples of natural features in their country.

Have pairs brainstorm a list of additional words to describe places in nature. Make a word web on the board with the vocabulary words. Have each pair add their words.

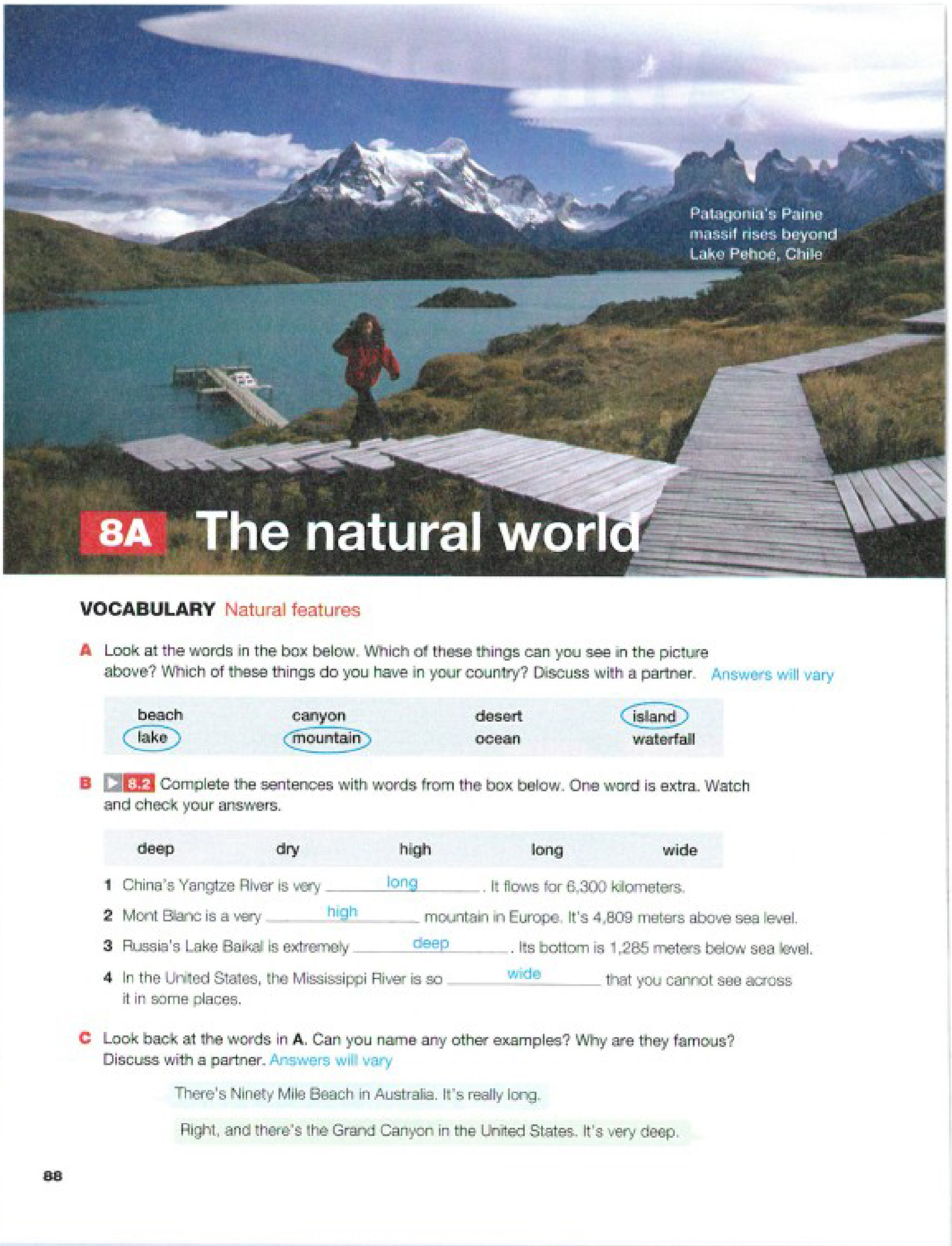
CHALLENGE Ask pairs to draw a picture using one or two words not in the photograph (*desert, ocean, island, waterfall*). Have each pair show their picture to the class while they shout out what it is.

B Have students work individually.

▶ 8.2 Play the audio/video to check answers as a class. Elicit or explain the meaning of *high, above sea level,* and *below sea level.*

C Have students write some notes about a famous natural attraction they know. Model the conversation with a student. Explain that each speaker introduces the place, and then describes something about it.

SUPPORT Have students brainstorm more adjectives for describing natural places. Possibilities include *cold, hot, windy, icy, stormy, steep,* and *narrow.*



Patagonia's Paine massif rises beyond Lake Pehoé, Chile

8A The natural world

VOCABULARY Natural features

A Look at the words in the box below. Which of these things can you see in the picture above? Which of these things do you have in your country? Discuss with a partner. Answers will vary

beach canyon desert [✓ island]
[✓ lake] [✓ mountain] ocean waterfall

B ▶ 8.2 Complete the sentences with words from the box below. One word is extra. Watch and check your answers.

deep dry high long wide

1 China's Yangtze River is very long. It flows for 6,300 kilometers.
2 Mont Blanc is a very high mountain in Europe. It's 4,809 meters above sea level.
3 Russia's Lake Baikal is extremely deep. Its bottom is 1,285 meters below sea level.
4 In the United States, the Mississippi River is so wide that you cannot see across it in some places.

C Look back at the words in **A**. Can you name any other examples? Why are they famous? Discuss with a partner. Answers will vary

There's Ninety Mile Beach in Australia. It's really long.

Right, and there's the Grand Canyon in the United States. It's very deep.

Language Note

Beach is usually associated with the ocean, but a *beach* is any place along the shore of a body of water.

An *ocean* is a large body of saltwater. A *sea* is the same, but smaller than *oceans*.

Note students will also encounter in the unit these nouns for the natural world:

river, reef, harbor, volcano, plain, plateau, salt flat, forest, national park

EXTENSION ACTIVITY Have students work in pairs to organize vocabulary for talking about nature using either nouns or adjectives. Post each infographic in the classroom for vocabulary support during the unit.

LISTENING

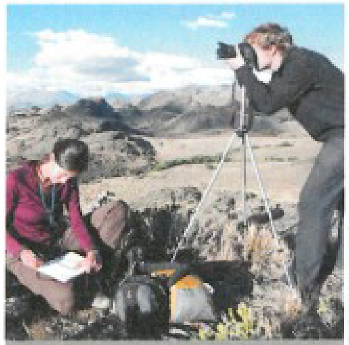
Read **Listening for content words** aloud as students read along. Explain that focusing on content words can help students understand a speaker's main message. Words such as determiners, prepositions, and auxiliary verbs, are

LISTENING An amazing place

Listening for content words
Content words—such as main verbs, nouns, and adjectives—carry the main meaning of a sentence. In spoken English, these words are usually stressed. Focusing on content words can help you understand the speaker's main message.

A ▷ 8.3 Watch the video about Ross Donihue and Marty Schnure's work in Patagonia. What did their work involve? Circle the correct option.

studying wildlife [✓ making a map] collecting plants


Ross Donihue and Marty Schnure in Patagonia

B ▷ 8.3 Watch again. Complete the sentences. Circle the correct words.

1 Patagonia is an area shared by ([✓ **two**] / **three**) countries.
2 Patagonia is usually a very cool and (**wet** / [✓ **dry**]) place.
3 Donihue's favorite thing about Patagonia is ([✓ **the changing conditions**] / **the wildlife**).

C CRITICAL THINKING

Personalizing What questions would you like to ask Donihue and Schnure to find out more about their work? Discuss with a partner.

SPEAKING Talking about places

A ▷ 8.4 What is speaker A's favorite island? Kauai

A: So where are you going for your vacation this summer?
B: Hawaii. I'm really looking forward to it! — I can't wait / I'm really excited
A: That's great! I know it well.
B: Really? I can't decide which island to visit—Oahu or Maui. I hear that Maui is more relaxing. — quieter / more peaceful
A: Yeah, maybe. But Oahu is more exciting. That's where Honolulu and Waikiki Beach are.
B: So would you say Oahu is the best place in Hawaii? — nicest / most interesting
A: No. Actually, my favorite island is Kauai. It's definitely the most beautiful. It has mountains, canyons, waterfalls, and beaches. I love it there. — prettiest / most scenic

B Practice the conversation with a partner. Practice again using the words on the right.

C List three places in the world you'd like to visit. Explain your ideas to a partner.
Answers will vary

______ ______ ______

I'd love to go to the Grand Canyon. I'd like to hike to the bottom.

Yeah, that sounds great. Me too.

known as *function words*. Function words do not carry the main meaning of a sentence, and are usually unstressed in spoken English.

A ▷ 8.3 Play the audio/video. Have students circle the correct option as they listen. Check the answer as a class.

B Give students time to read the sentences.

▷ 8.3 Play the audio/video again and have students complete the activity.

C CRITICAL THINKING Read the question aloud. Give students time to think about their answers before discussing in pairs. Write on the board:

I'd like to ask her …
I want to know more about …

Content Note

Ross Donihue makes maps that tell stories and share information about a place. Donihue's organization Maps for Good made the first map and guide for the Patagonia National Park.

SPEAKING

A Ask students to read along as they watch.

▷ 8.4 Play the audio/video. Have students check answers in pairs. Elicit the meaning of *vacation*.

CHALLENGE Have students check Hawaii on a map to see each of the places talked about in the conversation.

B Model the conversation with a student. Then have students work in pairs to practice.

C Model the conversation. Ask for a volunteer to share what his or her partner said.

SUPPORT Elicit or introduce possible opening questions for the conversation and alternate reactions.

8B

The deepest, longest, and most beautiful

LESSON OVERVIEW

Aims: Talk about places; make comparisons; give and take a quiz about the natural world.

Infographic Summary: Seven of the world's wonders are introduced. From mountains to rivers, to volcanoes, the planet has some extraordinary natural places.

LANGUAGE FOCUS

A ▶ **8.5** Play the audio/video as students read along. Then give them additional time to look over the infographic. Ask them if they think any other place should have been in the infographic. Elicit ideas.

CHALLENGE Before students open to page 90, explain that they are going to see an infographic about seven natural wonders of the world. Ask them to guess three. Then have them open their textbooks to check their guesses.

B Have students preview the task.

▶ **8.6** Play the audio/video. Have students check answers in pairs.

Elicit what country each wonder talked about in the audio is located in. Have students refer to the map on the infographic. Paricutin Volcano is in Mexico. Copper Canyon is in Mexico, and the Grand Canyon is in the southwestern United States. (Note that the Grand Canyon is not on the map.)

C Have students read over the language chart before playing the audio. Draw their attention to the different columns for two things (comparatives) or three or more things (superlatives).

▶ **8.7** Play the audio/video and have students read along.

8B

The deepest, longest, and most beautiful

LANGUAGE FOCUS Discussing natural wonders

A ▶ **8.5** Read the information. Do you agree with the list? Answers will vary

SEVEN WONDERS of the NATURAL WORLD

Our planet is home to some incredible natural wonders. Here are seven of the most amazing.

The best place to see the **Aurora Borealis** is from northwest Canada.

Mount Everest is the highest mountain in the world.

Mexico's **Copper Canyon** is deeper and longer than the Grand Canyon.

Africa's **Victoria Falls** is the world's largest waterfall.

Rio de Janeiro's harbor is one of the most beautiful harbors in the world.

Other volcanoes may be larger than Mexico's **Paricutin Volcano**, but few are more beautiful.

The Great Barrier Reef is the world's largest coral reef system.

B ▶ **8.6** Two people are talking about the places above. Watch and complete the information.

1 The man thinks Paricutin Volcano is the most beautiful volcano in the world.

2 The woman says Copper Canyon is deeper than the Grand Canyon.

C ▶ **8.7** Watch and study the language in the chart.

Making comparisons

Comparing two things	***Comparing three or more things***
Copper Canyon is deeper than the Grand Canyon. I think Kauai is more beautiful than Oahu. Spring is a better time to visit than summer.	The Grand Canyon isn't the deepest canyon in the world. I think Kauai is the most beautiful place in Hawaii. May is the best month to go there.
Is the Amazon longer than the Nile? No, it isn't. Which is wider—the Nile or the Amazon? The Amazon is (wider).	Is the Nile the longest river in the world? Yes, it is. What's the widest river in the world? The Amazon is (the widest).

For more information on **comparative and superlative adjectives**, see Grammar Summary 8 on page 157.

Explain the use and formation of comparatives and superlatives. Point out that *than* is used after the adjective when making a comparison. See **Grammar Note** below. Direct students to page 157 for more information.

Grammar Note

Comparatives are used to compare two things (*taller*), while superlatives show that something is the most among a group (*tallest*).

The basic rules for forming comparative adjectives are as follows:

- For one-syllable adjectives (e.g. *tall*), add the suffix *-er* (*taller*).

- For two-syllable adjectives ending in *y* (e.g. *busy*), add *-ier* (*busier*).

D Complete the sentences. Circle the correct words.

1 Let's go to Sydney in December. The weather is ([✓ **better than**] / **the best**) in June.
2 Is Canada (**biggest** / [✓ **bigger than**]) the United States? It's not easy to tell from this map.
3 To me, summer is (**worse than** / [✓ **the worst**]) time to visit Jeju Island, because of the crowds.
4 I would love to see Iguazu Falls in South America someday. They look ([✓ **really**] / **more**) beautiful.
5 The Grand Canyon is amazing. But right now it's (**crowded** / [✓ **more crowded**]) than last year.
6 The Nile is (**long** / [✓ **the longest**]) river in the world. It can take months to travel from one end to the other.
7 Both the Hawaiian and Galápagos islands sound ([✓ **nice**] / **the nicest**) to me, but the Galápagos sound ([✓ **more interesting**] / **the most interesting**).

E ▶ **8.8** Complete the text with the correct form of the words in parentheses. Listen and check your answers.

Mount Fuji is a symbol of Japan. At 3,776 meters, it is 1 ___the highest___ (high) mountain in Japan. It is only 100 kilometers from Tokyo, 2 ___the largest___ (large) city in the country.

Mount Fuji is one of 3 ___the most popular___ (popular) tourist attractions in Japan. More than 200,000 people climb to the top every year. Most visit during the summer months. Climbing in the summer is 4 ___easier___ (easy) than in the winter. Few climb during the winter as the conditions make it 5 ___more dangerous___ (dangerous) than usual.

Many people start to climb Mount Fuji at night. 6 ___The best___ (good) place to experience sunrise is from the top. Japan, after all, is nicknamed the "Land of the Rising Sun."

SPEAKING What do you know?

A What do you know about some of the world's most famous natural wonders? You are going to give each other a quiz. **Student A**: Turn to page 145. **Student B**: Turn to page 142. Answers will vary

B Work with a partner. Write three quiz questions of your own. Then ask them to another pair. (Be sure you know the answers!) Answers will vary

1 ______________________________?
2 ______________________________?
3 ______________________________?

What's the largest continent in the world?

Is it Asia?

- For other adjectives with two or more syllables (e.g. *interesting*), use *more* (*more interesting*)

Superlatives are formed by adding the suffix *-est* to adjectives with one syllable (*longest*) or adjectives with two syllables if the word ends in *y* (*sunniest*) and adding *most* before other adjectives with two syllables (*most crowded*) or adjectives with three or more syllables (*most popular, most interesting*).

D Have students work individually to complete the activity before checking answers in pairs. Elicit alternate possibilities for items 1, 2, 4, and 7, such as:

1. The weather is warmer / nicer / more pleasant than in June.
2. Is Canada colder / larger than the United States?
4. They look really amazing / spectacular.
7. Both the Hawaiian and Galapagos Islands sound fun / beautiful to me, but the Galápagos Islands sound more exciting / more adventurous.

E Have students work individually.

▶ **8.8** Play the audio/video to check answers.

Language Note

A mountain is usually described as *high*, but a person is *tall*. The adjective *tall* usually refers to tall and thin, like a tree or building. In general, something that is *high* is far above the ground, like an airplane high in the sky.

Large things that are both tall and wide, like a wall or a fence, are also described as *high*, as well as things that are out of reach, such as a *high shelf in the kitchen*.

EXTENSION ACTIVITY Have students watch the **Warm Up** videos for Unit 8 again and also Unit 3. Ask students to make comparisons between the nature shots taken by Karen Bass and Chris Burkard. Tell pairs to come up with three comparisons to share with the class. For example, *Burkard's locations look colder than …*

SPEAKING

A Have students work in pairs. Make sure A and B don't see each other's quizzes. Give students enough time to give each other their quizzes. Have students give their partners the correct answers.

B Model the conversation with a student. Then read the questions from the quiz aloud. Point out that the question word does not always come at the beginning of the sentence in a quiz-type question. Write on the board:

Where is the …
Which one of …
… in which ocean / country?

Have students write questions based on their own knowledge. Explain that they can write about regional or local points as well.

Elicit a list of useful adjectives to use in their questions. Write them on the board. Possibilities include *long, short, tall, high, big, small, deep, hot,* and *cold.*

8C

An otherworldly place

LESSON OVERVIEW

Aims: Read and comprehend an article about the Altiplano region of the Andes; understand main ideas and details.

Target Vocabulary: contrast, landscape, plateau, populate, species

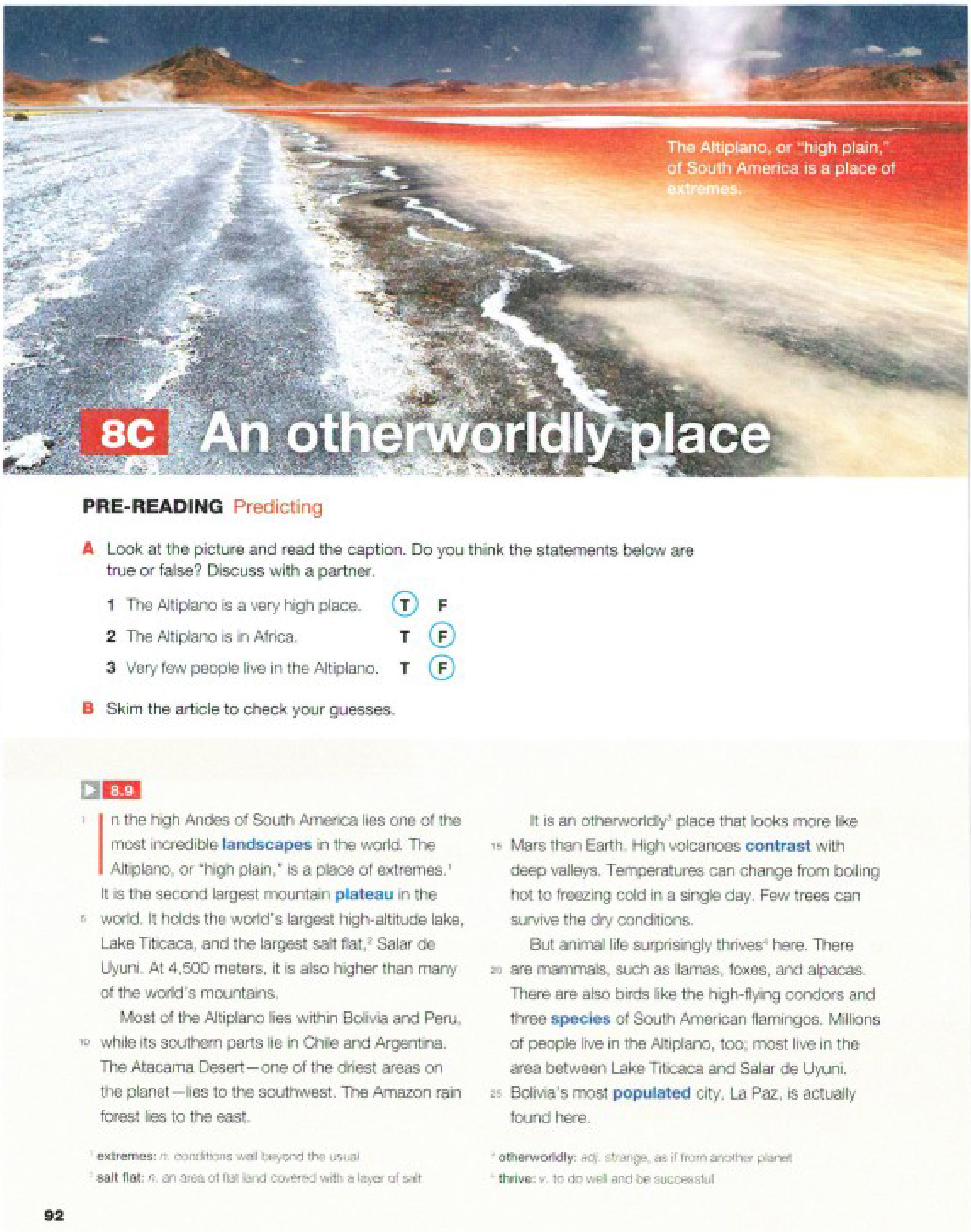
Reading Summary: The Altiplano is a region high in the Andes mountains that includes Bolivia, Peru, Chile, and Argentina. The region is home to some of the most unusual landscapes in the world, including both desert and rain forest. The world's highest lake and largest salt flat can also be found there. It is a place of extreme temperatures and extreme conditions yet animal life can be found there, as well as one of the major cities of South America, La Paz.

PRE-READING

A Have students look at the picture and caption. Point out that they will only be making guesses. Ask any students who have heard of the Altiplano to raise their hands.

B Tell students to look only for the information in **A** to check their answers. Point out that they should be scanning for words like *high* or *low*, as well as location and population information. Elicit the correct location of the region and the population. (South America, millions of people live there)

Remind students that they viewed images of the Altiplano in the **Warm Up** video. For support, play the video again so that students can see the places being talked about in the passage.



The Altiplano, or "high plain," of South America is a place of extremes.

8C An otherworldly place

PRE-READING Predicting

A Look at the picture and read the caption. Do you think the statements below are true or false? Discuss with a partner.

1 The Altiplano is a very high place. [✓ T] F
2 The Altiplano is in Africa. T [✓ F]
3 Very few people live in the Altiplano. T [✓ F]

B Skim the article to check your guesses.

▶ 8.9

In the high Andes of South America lies one of the most incredible **landscapes** in the world. The Altiplano, or "high plain," is a place of extremes.[1] It is the second largest mountain **plateau** in the world. It holds the world's largest high-altitude lake, Lake Titicaca, and the largest salt flat,[2] Salar de Uyuni. At 4,500 meters, it is also higher than many of the world's mountains.

Most of the Altiplano lies within Bolivia and Peru, while its southern parts lie in Chile and Argentina. The Atacama Desert—one of the driest areas on the planet—lies to the southwest. The Amazon rain forest lies to the east.

It is an otherworldly[3] place that looks more like Mars than Earth. High volcanoes **contrast** with deep valleys. Temperatures can change from boiling hot to freezing cold in a single day. Few trees can survive the dry conditions.

But animal life surprisingly thrives[4] here. There are mammals, such as llamas, foxes, and alpacas. There are also birds like the high-flying condors and three **species** of South American flamingos. Millions of people live in the Altiplano, too; most live in the area between Lake Titicaca and Salar de Uyuni. Bolivia's most **populated** city, La Paz, is actually found here.

---

[1] **extremes:** *n.* conditions well beyond the usual
[2] **salt flat:** *n.* an area of flat land covered with a layer of salt
[3] **otherworldly:** *adj.* strange, as if from another planet
[4] **thrive:** *v.* to do well and be successful

Content Note

Students watched the clip of the Altiplano in the **Warm Up** and will see it again in the video in **Lesson D**. TED Talk speaker Karen Bass says that the Altiplano is one of her favorite places to visit and keeps drawing her back. The thin air in the Altiplano makes it one of the best places in the world for stargazing.

UNDERSTANDING MAIN IDEAS

Have students preview the task.

▶ 8.9 Play the audio as students read along. Check answers as a class.

Note that none of the options is unrelated to the passage content, however students must choose the option that best covers all the topics in the article. Note that the author uses the word *extremes* in line 3. Elicit some examples of what is extreme about the Altiplano. (*world's second largest mountain plateau, largest*

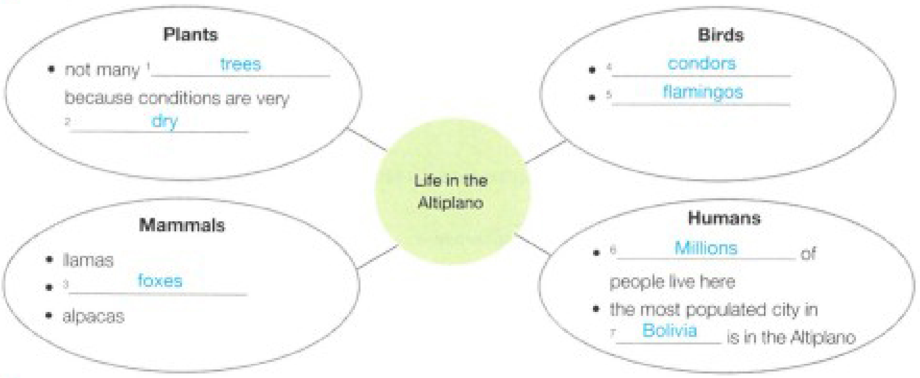
UNDERSTANDING MAIN IDEAS

Read the article. Choose the best alternative title.

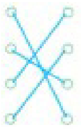
a South America's Natural Wonders	**c** Animals at High Altitude
[✓ **b**] Land of Extremes	**d** The Highest City in the World

UNDERSTANDING DETAILS

A Complete the notes.


Life in the Altiplano
Plants
• not many ¹ trees because conditions are very ² dry
Birds
• ⁴ condors
• ⁵ flamingos
Mammals
• llamas
• ³ foxes
• alpacas
Humans
• ⁶ Millions of people live here
• the most populated city in ⁷ Bolivia is in the Altiplano

B Match each phrase to the place in the article that it describes.



1 La Paz	the largest high-altitude lake in the world
2 The Atacama Desert	the largest salt flat in the world
3 Lake Titicaca	one of the driest areas in the world
4 Salar de Uyuni	the most populated city in the Altiplano

BUILDING VOCABULARY

A Complete the definitions below with a word in blue from the passage.

1 A plateau is a large area of high, flat land.
2 A landscape is everything you see when you look at an area of land.
3 A species is a group of animals or plants with the same characteristics.

B Choose the correct option to complete the definitions below.

1 If a place is **populated**, people ([✓ **live**] / **don't live**) there.
2 If two things **contrast**, they are (**the same** / [✓ **different**]).

C CRITICAL THINKING

Personalizing Are there any incredible **landscapes** in your country? What kinds of animal **species** live there? Discuss with a partner. Answers will vary

high-altitude lake, largest salt flat; temperatures go from boiling hot to freezing cold)

Draw students' attention to the real title of the article. Elicit the meaning of *otherworldly* from the footnotes. Ask students what other planet the Altiplano is compared to in the passage. (Mars)

UNDERSTANDING DETAILS

A Note that the mind map gives details from the passage. Tell students to look for both statistics and names.

Check answers as a class. Elicit the line numbers in the passage where students found the information. (plants: lines 17–18; birds: lines 21–22; humans: lines 22–25; mammals: line 20)

CHALLENGE Give students only one minute to find all the information.

B Encourage students to complete the activity without referring back to the passage. Have them check answers on their own.

Elicit the superlative adjectives in the activity. Write *largest, driest,* and *most populated* on the board.

BUILDING VOCABULARY

A Have students work individually and check their answers in pairs. Elicit example sentences with each noun and a superlative adjective and write them on the board.

B Elicit additional example sentences for each vocabulary word. If time permits, write the sentences on the board to review meaning.

C CRITICAL THINKING If necessary, give students time to research online about their home countries. Ask each student to present to the class about a place or animal species that is unique there. Tell them to include statistics in their talks.

SUPPORT Write useful phrases on the board:

I am from ...
In my country, we have ...

Language Note

The noun *extreme* is something that reaches a higher level or degree than what's usual. Note that *extreme* is also often used as an adjective.

The noun *landscape* refers to natural aspects of an area that are visible, often in regard to a wide view.

The adjective *populated* means inhabited. The verb *populate* is often used in the passive voice: *The area is populated by over 4 million people.* The noun *population* is used to talk about the number of people who live in a city: *The area's population is 4 million.*

EXTENSION ACTIVITY Have students go online and learn about one aspect of the Altiplano. Divide them into small groups. Explain that they are going to give a presentation to the class and should include interesting facts and statistics.

8D

Unseen footage, untamed nature

LESSON OVERVIEW

Aims: Watch and understand a talk about the joy of filming nature; observe a speaker showing enthusiasm.

Target Vocabulary: amazing, capture, tough, wonderful

TED Talk Summary: Karen Bass has traveled all over the world to make films about nature. She shares how new technology is making her job even more exciting since it is helping her take images of unknown animals and remote places. Even after decades of being a filmmaker, she continues to feel passionate about her job. Even when it's challenging, she wakes up excited to have a career that lets her share new knowledge with the world.

PREVIEWING

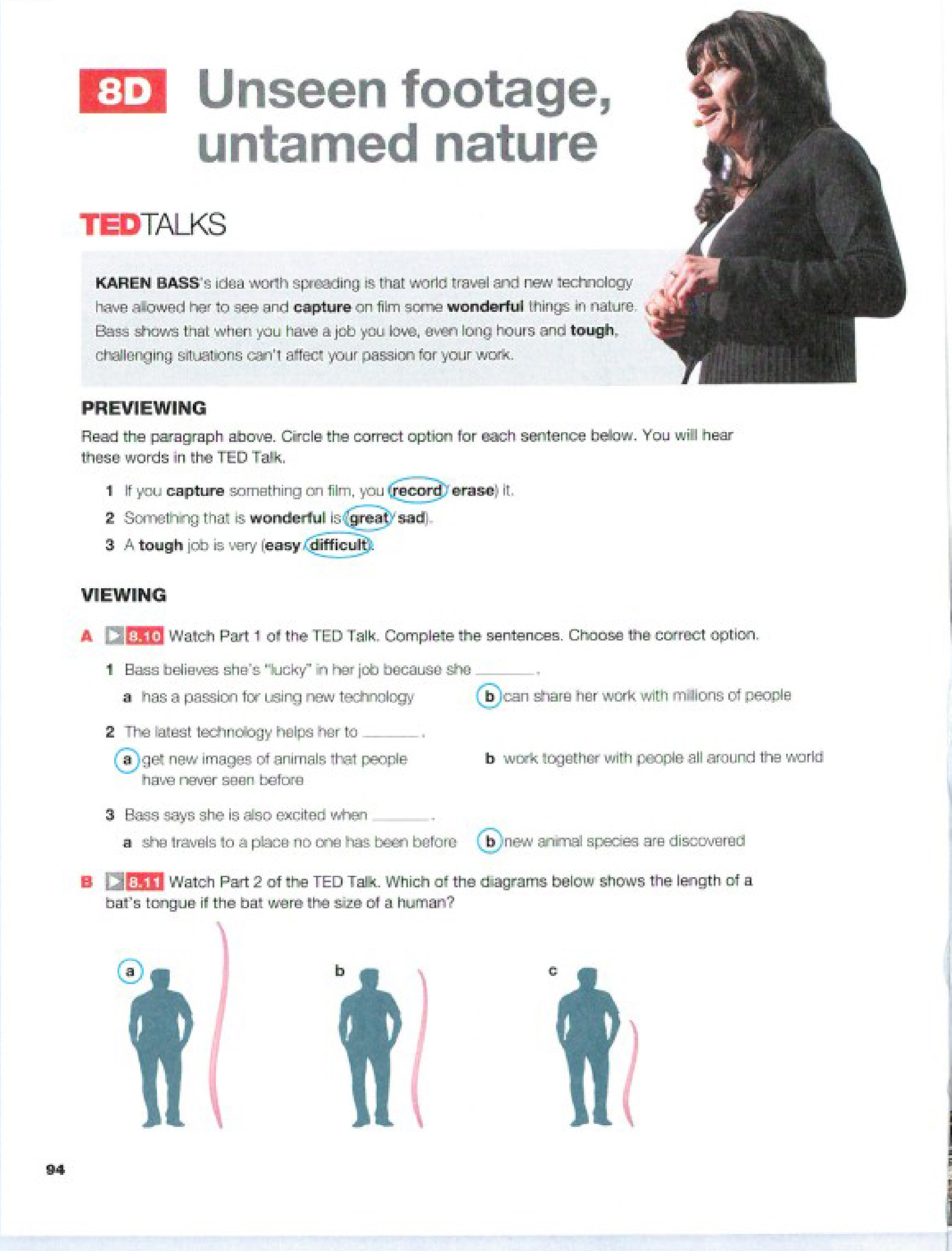
Read the paragraph aloud as students read along. Note that Bass's message about feeling passion for your job, even when it involves struggle and challenge, is reminiscent of photographer Chris Burkard's message in **Unit 3**. Have students work individually. Check answers as a class, eliciting sample sentences for vocabulary words.

VIEWING

A Have students preview the task.

▶ **8.10** Play the video. Have students work individually. Then play the check-your-answers part of the video.

Elicit or explain the meaning of any other unknown language in part one, such as *having new perspectives, worldwide,* and *spring in my step.*



8D Unseen footage, untamed nature

TEDTALKS

KAREN BASS's idea worth spreading is that world travel and new technology have allowed her to see and **capture** on film some **wonderful** things in nature. Bass shows that when you have a job you love, even long hours and **tough**, challenging situations can't affect your passion for your work.

PREVIEWING

Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.

1 If you **capture** something on film, you ([✓ **record**] / **erase**) it.
2 Something that is **wonderful** is ([✓ **great**] / **sad**).
3 A **tough** job is very (**easy** / [✓ **difficult**]).

VIEWING

A ▶ **8.10** Watch Part 1 of the TED Talk. Complete the sentences. Choose the correct option.

1 Bass believes she's "lucky" in her job because she ______.
  a has a passion for using new technology
  [✓ b] can share her work with millions of people
2 The latest technology helps her to ______.
  [✓ a] get new images of animals that people have never seen before
  b work together with people all around the world
3 Bass says she is also excited when ______.
  a she travels to a place no one has been before
  [✓ b] new animal species are discovered

B ▶ **8.11** Watch Part 2 of the TED Talk. Which of the diagrams below shows the length of a bat's tongue if the bat were the size of a human?

B Have students work individually.

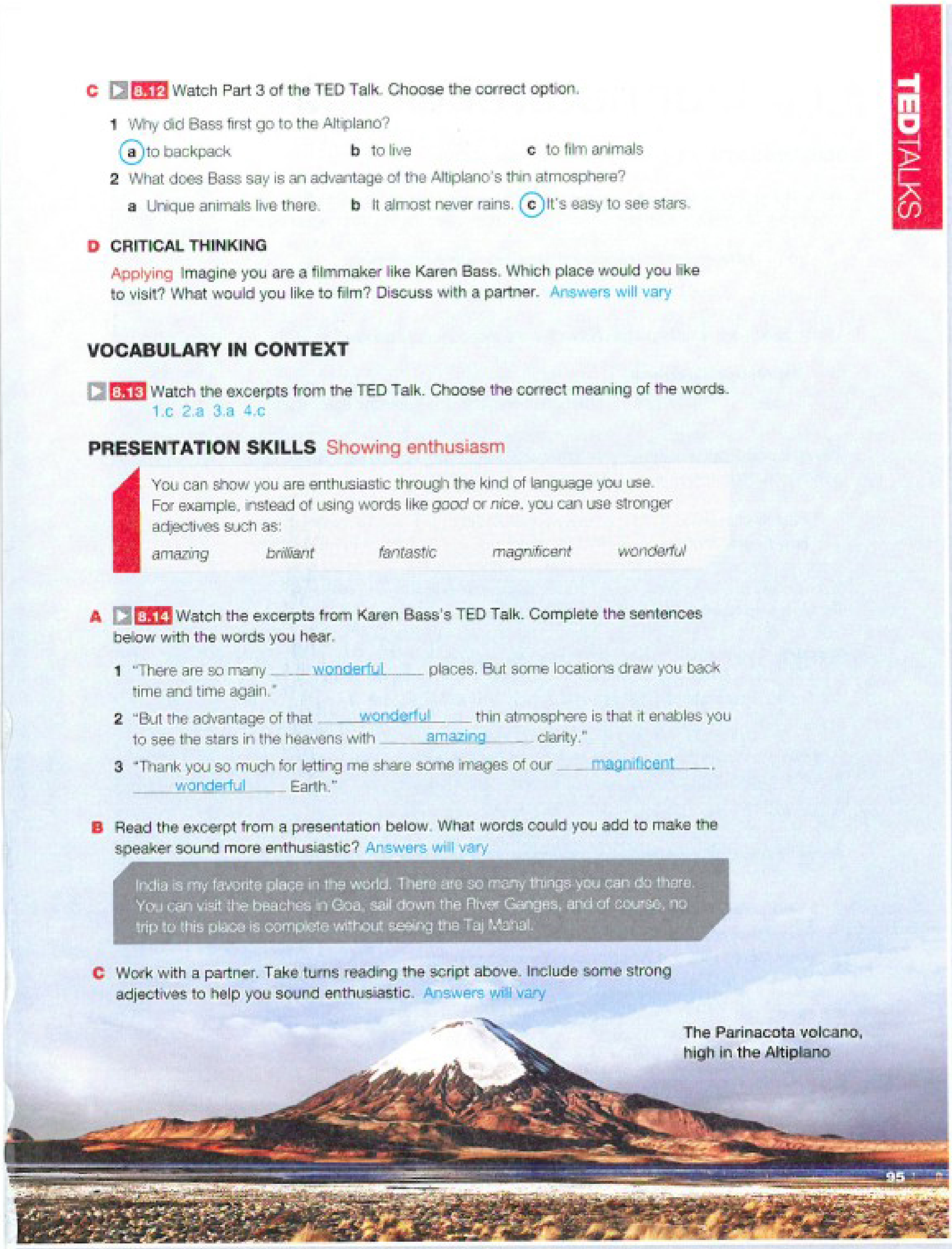
▶ **8.11** Play Part 2 of the TED Talk. Check answers as a class or play the check-your-answers part of the video.

Elicit the statistic in the video that gave students the correct answer. (a 2.5-inch bat has a 3.5-inch tongue).

C ▶ **8.12** Play Part 3 of the TED Talk. Then play the check-your-answers part of the video. Remind students that they described the Altiplano in question 1 of **Warm Up**. Point out that now they have a lot more information about the region after the reading passage and video.

D **CRITICAL THINKING** If possible, give students time to do some online research about unique and remote places. Have students work with a partner to introduce the places they would film.

EXTENSION ACTIVITY Have students work individually to make a movie poster about a remote place. Then have them present their film idea to a group. Have students vote on which idea will make the most interesting film.



TEDTALKS

C ▶ 8.12 Watch Part 3 of the TED Talk. Choose the correct option.

1 Why did Bass first go to the Altiplano?

[✓ a] to backpack **b** to live **c** to film animals

2 What does Bass say is an advantage of the Altiplano's thin atmosphere?

a Unique animals live there. **b** It almost never rains. [✓ c] It's easy to see stars.

D CRITICAL THINKING

Applying Imagine you are a filmmaker like Karen Bass. Which place would you like to visit? What would you like to film? Discuss with a partner. Answers will vary

VOCABULARY IN CONTEXT

▶ 8.13 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.c 2.a 3.a 4.c

PRESENTATION SKILLS Showing enthusiasm

> You can show you are enthusiastic through the kind of language you use. For example, instead of using words like *good* or *nice*, you can use stronger adjectives such as:
>
> *amazing* *brilliant* *fantastic* *magnificent* *wonderful*

A ▶ 8.14 Watch the excerpts from Karen Bass's TED Talk. Complete the sentences below with the words you hear.

1 "There are so many wonderful places. But some locations draw you back time and time again."

2 "But the advantage of that wonderful thin atmosphere is that it enables you to see the stars in the heavens with amazing clarity."

3 "Thank you so much for letting me share some images of our magnificent, wonderful Earth."

B Read the excerpt from a presentation below. What words could you add to make the speaker sound more enthusiastic? Answers will vary

> India is my favorite place in the world. There are so many things you can do there. You can visit the beaches in Goa, sail down the River Ganges, and of course, no trip to this place is complete without seeing the Taj Mahal.

C Work with a partner. Take turns reading the script above. Include some strong adjectives to help you sound enthusiastic. Answers will vary

The Parinacota volcano, high in the Altiplano

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Language Note

To *have a new perspective* means to see something in a new way or differently than before.

Synonyms for *worldwide* include global and *international*.

Someone who has *a spring in their step* is walking with an excited, happy feeling.

VOCABULARY IN CONTEXT

▶ 8.13 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the box aloud as students read along. Have students practice saying each word aloud. Elicit additional words for showing enthusiasm. Write them on the board. Possibilities include *fabulous, incredible, terrific,* and *unbelievable.*

▶ 8.14 Play the video. Check answers as a class. Go over the sentences in more detail. Elicit the meaning of the following phrases: *draw you back, time and time again, stars in the heavens.*

Language Note

When you are *drawn back* to something, you feel compelled to go back or experience it again.

Something that happens *time and time again* happens many times over.

The noun *heavens* refers to the night sky—*the heavens above.*

B Point out that students should be adding words that show enthusiasm to the paragraph.

Note that students' answers will vary, but for the most part they should be modifying nouns. Suggested answers should look like the following:

India is my favorite place in the world. There are so many (strong adjective) things you can do there. You can visit (strong adjective) beaches in Goa, sail down the (strong adjective) River Ganges, and, of course, no trip is complete without seeing the (strong adjective) Taj Mahal.

C Have students work in pairs. Tell them to choose different strong adjectives from their partners.

Ask for volunteers to read to the class. Ask the class to comment on how the paragraph changed when they heard it with words of enthusiasm.

EXTENSION ACTIVITY Have students write a script similar to the one in **C**. Tell them to use their favorite place and speak enthusiastically about why they love it. Have students read their paragraphs aloud to the class.

8E

Our natural wonders

LESSON OVERVIEW

Aims: Express agreement; describe a dream vacation.

COMMUNICATE

A Divide the class into small groups. Give groups enough time to brainstorm a list of attractions. Tell groups to also brainstorm adjectives to describe each natural attraction.

B Group members should debate their list of choices. Tell students they are choosing a place for tourism.

Draw students' attention to **Useful Phrases**. Read the phrases aloud as students repeat. Also introduce simple phrases for disagreement: *I don't agree; I have another opinion*.

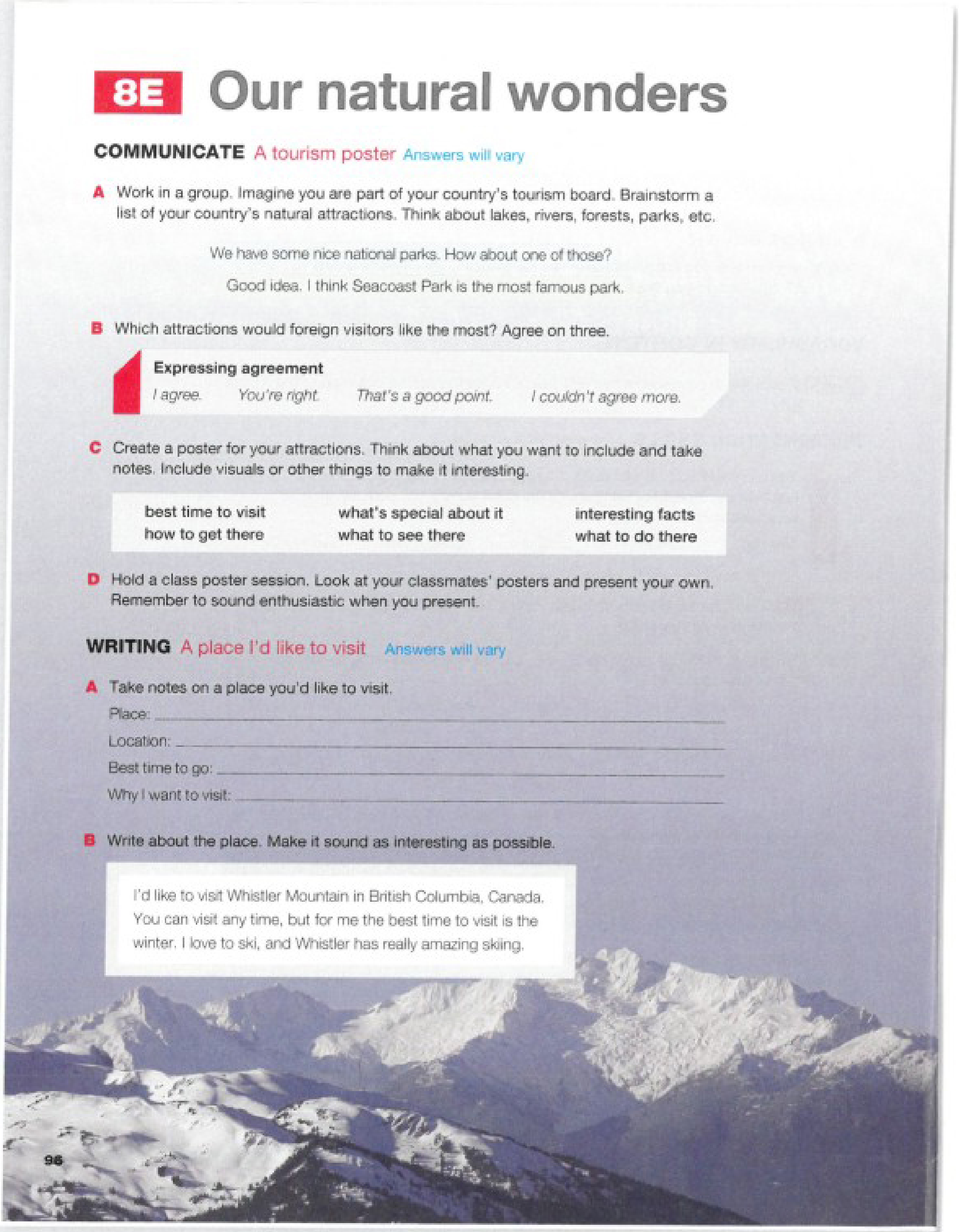
C Explain that students' posters will be like a travel brochure with information about the place. Tell them to think about how to best advertise the location. What important information do tourists need to know?

CHALLENGE Have students make the poster an infographic that also visually represents the information that is being shared about the location.

D Have groups present their posters. Tell students that every group member should speak during the presentation. Remind them to use strong adjectives.

SUPPORT Write on the board

We have chosen the attraction …
Some interesting facts about include …
You can do … when you are there.
The best time to visit is …
We think it's a great place!



8E Our natural wonders

COMMUNICATE A tourism poster Answers will vary

A Work in a group. Imagine you are part of your country's tourism board. Brainstorm a list of your country's natural attractions. Think about lakes, rivers, forests, parks, etc.

We have some nice national parks. How about one of those?

Good idea. I think Seacoast Park is the most famous park.

B Which attractions would foreign visitors like the most? Agree on three.

Expressing agreement
I agree. *You're right.* *That's a good point.* *I couldn't agree more.*

C Create a poster for your attractions. Think about what you want to include and take notes. Include visuals or other things to make it interesting.

best time to visit	what's special about it	interesting facts
how to get there	what to see there	what to do there

D Hold a class poster session. Look at your classmates' posters and present your own. Remember to sound enthusiastic when you present.

WRITING A place I'd like to visit Answers will vary

A Take notes on a place you'd like to visit.

Place: ______
Location: ______
Best time to go: ______
Why I want to visit: ______

B Write about the place. Make it sound as interesting as possible.

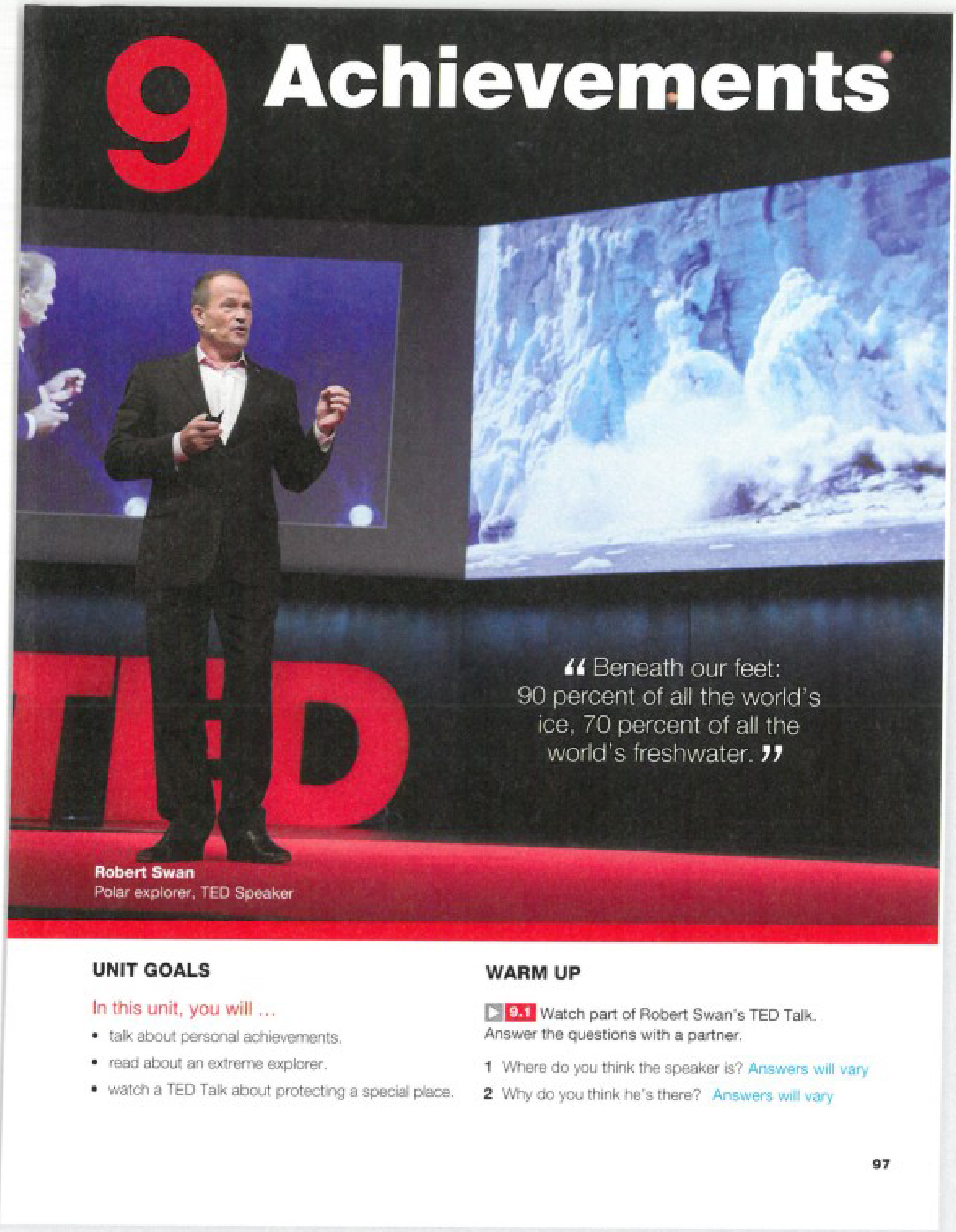
I'd like to visit Whistler Mountain in British Columbia, Canada. You can visit any time, but for me the best time to visit is the winter. I love to ski, and Whistler has really amazing skiing.

WRITING

A If necessary, let students research places online to get some basic information for their writing.

B Read the example aloud. Explain that students should make their information personal, instead of sounding like the travel brochure like in **Communicate**.

EXTENSION ACTIVITY Tell students that they are going on dream vacations to the destination that they wrote about. Ask them to write postcards to three classmates describing the location and what they did there.



9 Achievements

“ Beneath our feet: 90 percent of all the world's ice, 70 percent of all the world's freshwater. ”

Robert Swan
Polar explorer, TED Speaker

UNIT GOALS

In this unit, you will ...

- talk about personal achievements.
- read about an extreme explorer.
- watch a TED Talk about protecting a special place.

WARM UP

▶ **9.1** Watch part of Robert Swan's TED Talk. Answer the questions with a partner.

1 Where do you think the speaker is? Answers will vary

2 Why do you think he's there? Answers will vary

9

Achievements

WARM UP

▶ **9.1** Play the preview clip of the TED Talk.

Have students work in pairs to answer the questions. Elicit answers and reasoning from the class.

For questions 1 and 2, note that students will be able to infer both pieces of information from Swan's job title, "polar explorer." The video is likely in either the North or South Pole, and he is likely there to explore.

Read the quote aloud. Elicit the meaning of each statistic Swan gives. Remind students that statistics are powerful because numbers are believable—they make an impression and can get an audience thinking.

Elicit or explain the meaning of unfamiliar terms, like *radio communications* and *backup*.

Language Note

When Swan says, "We have no radio communication, no backup," he means that his team had no way of contacting anyone in the outside world. The term *backup* means help or support.

EXTENSION ACTIVITY Ask students to work individually to make a ten-year time line of things they have accomplished in the last five years and hope to accomplish in the next five. Note that they can refer back to this during the unit to support activities in which they talk about personal achievements.

UNIT GOALS

The unit focuses on personal accomplishments and major achievements of explorers and record breakers. Students will be encouraged to share their personal goals as they read about and watch the extraordinary accomplishments of others. They will use collocations and the simple past tense to talk about their own accomplishments. Students will also build on skills they learned in Unit 8, using statistics and describing extreme conditions.

TED Speaker

Robert Swan is a polar explorer and dedicated environmentalist.

TED Talk Summary

Robert Swan is committed to educating others about the dire situation of the polar ice caps. Using statistics and some humor, Swan implores the audience to not only care about the environmental disaster that the poles are facing, but also to do something to reverse and stop it altogether.

Idea Worth Spreading

We must save Antarctica in order to guarantee the survival of the human species.

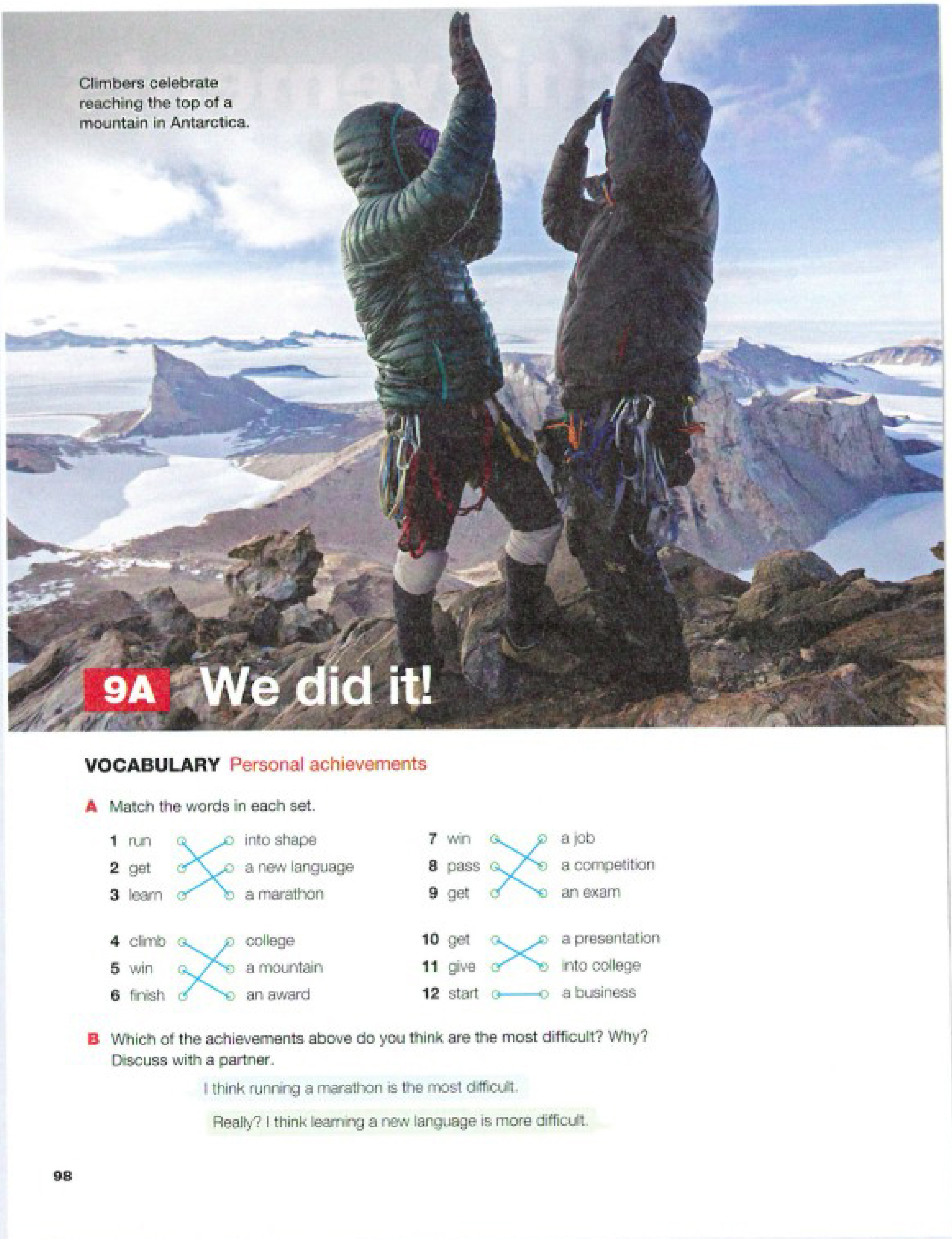
9A

We did it!

LESSON OVERVIEW

Aims: Learn collocations to describe achievements; listen to people talk about what they've accomplished; practice talking about an achievement.

Target Vocabulary: climb a mountain, finish college, get a job, get into college, get into shape, give a presentation, learn a new language, pass an exam, run a marathon, start a business, win an award, win a competition


Climbers celebrate reaching the top of a mountain in Antarctica.

9A We did it!

VOCABULARY Personal achievements

A Match the words in each set.

1 run
2 get
3 learn

into shape
a new language
a marathon

4 climb
5 win
6 finish

college
a mountain
an award

7 win
8 pass
9 get

a job
a competition
an exam

10 get
11 give
12 start

a presentation
into college
a business

B Which of the achievements above do you think are the most difficult? Why? Discuss with a partner.

I think running a marathon is the most difficult.

Really? I think learning a new language is more difficult.

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VOCABULARY

A Note that each vocabulary term is a collocation for talking about accomplishments containing an action verb + object.

Check answers as a class by writing a word web on the board with the topic *Personal Achievements* in the middle. Elicit additional word pairs related to achievements. Suggestions include:

finish a race, finish a project
get a license, get a car
give a lecture, give a talk
learn a new skill, learn a sport

CHALLENGE Have students work in pairs to brainstorm words instead of eliciting a class discussion.

B Model the conversation with a volunteer. Point out that the verb should be an *-ing* form.

Tell students they should choose the three most difficult ones. Point out they will have different opinions about which are difficult.

SUPPORT Write on the board: *I think (-ing verb + complement) is the most difficult.*

CHALLENGE Have students also practice making comparisons between different accomplishments. Have them review comparatives and superlatives from Unit 8. For example, *I think finishing college is more difficult than getting a job, but starting a business is the most difficult.*

LISTENING

A Read **Listening for past time expressions** aloud as students read along. Draw students' attention to the words in bold. Note that students will be hearing the past tense in the conversation. (*decided, would set, wanted*) Write on the board: *When I was …*

9.2 Play the audio/video.

Elicit the expressions that students heard in the audio that indicates a past experience. Note that none of the expressions are the same as those in the box, but each clearly indicates a past event. (*In 2012; After the race; After the race*)

Elicit the length of a marathon. (26 miles or 42 kilometers)

B Give students time to preview the task.

9.2 Play the audio/video again and check answers as a class.

LISTENING My great achievement

Listening for past time expressions
Listening for certain time expressions helps you understand when the speaker is talking about the past. For example:
one year **ago** **last** week **When I was a child, ...**

A ▷ 9.2 Scott Leefe is an amateur marathon runner. Watch and check [✓] his achievement.

☑ He ran 12 marathons in one year.
☐ He broke a national record for the marathon.
☐ He won a marathon in Iceland.

B ▷ 9.2 Watch again. Match the events to the places.

1 Leefe ran his first marathon in	Reykjavik, Iceland.
2 His favorite marathon was in	Okinawa, Japan.
3 His most difficult race was in	Gwacheon, Korea.
4 He finished in third place in	Kuala Lumpur, Malaysia.

Scott Leefe taking part in a marathon in Iceland

C CRITICAL THINKING

Personalizing Do you know anyone who achieved something similar to Leefe? Discuss with a partner. Answers will vary

SPEAKING Talking about an achievement

A ▷ 9.3 What was speaker B's achievement? She got second place in a race.

A: How was the race last week?	speech contest / talent show
B: Pretty good. I got second place.	came in second / was runner-up
A: Oh, well done!	congratulations / good job
B: Thanks! It wasn't easy.	
A: Did you get a prize?	
B: Yeah, I did. I won a $50 book voucher.	
A: Great! You must be really happy.	really pleased / delighted
B: I am. It was really hard work, but it was worth it.	

B Practice the conversation with a partner. Practice again using the words on the right. Answers will vary

C Think of something you achieved. Choose one of these ideas or think of your own. Answers will vary
Join a group and talk about your achievement.

a time you won something
a time you learned something
a time you achieved a goal
a time you passed an important exam

Ask students more details about Scott's favorite and most difficult marathons. (Reykjavik had beautiful scenery; Kuala Lumpur was really hot, and he forgot his running shoes.)

C CRITICAL THINKING Point out that students can talk about someone they know who has accomplished a physical or sports-related achievement like Scott Leefe, or someone who has achieved something totally different but just as impressive.

SPEAKING

A Ask students to read along as they watch.

▷ 9.3 Play the audio/video. Check answers as a class. Ask students to also identify what she got for her achievement. (a $50 book voucher)

Point out that the conversation specifically introduces language for talking about an achievement in a competition. Write *got second place, came in second,* and *was runner-up* on the board.

Note that these are all different ways to describe the same result, second place. Point out that for a more general answer, or for a situation like a game where there are no places, just a winner and a loser, speakers could say *I / We won* or *I / We lost.*

Note that the first half of the conversation could be used to talk about a range of topics from school exams to work deadlines, but the *prize* mentioned in the second half of the conversation narrows the topic to competitions.

B Model the conversation aloud with a student using one of the alternate options. Then have students work in pairs to practice the conversation.

CHALLENGE Have students replace the blue words with their own ideas.

C If students did the **Extension Activity** for the **Warm Up**, have them refer to their time lines. Give students time to write notes with more details about one past accomplishment.

EXTENSION ACTIVITY Tell students to pretend that last year they ran 12 marathons in 12 countries just like Scott Leefe. Have students work in pairs. Ask them to tell their partners one interesting thing that happened during the race in each country. Write on the board:

When I ran in Japan, there was an earthquake during the race!
When I ran in Iran, they gave us tea instead of water.

9B

Exploring the world

LESSON OVERVIEW

Aims: Understand an infographic about achievements in exploration; use the past tense; make a story.

Infographic Summary: The infographic introduces explorers, from mountain climbers to astronauts, who have made iconic and record-breaking first voyages over the course of a 60-year time period.

LANGUAGE FOCUS

A ▶ 9.4 Play the audio as students read along. Then give them additional time to look over the infographic.

Ask students how many of the explorers they've heard of in the infographic. Elicit students' thoughts on which record is the most interesting. Ask for reasons, too. Write on the board:

I think … is the most interesting because …

Explain that students can refer to either the person's name or the achievement. For example, *I think Jessica Watson's achievement is the most interesting because …; I think sailing around the world is the most interesting because …*

B ▶ 9.5 Have students preview the task. Play the audio. Have students listen to the audio again to check their answers.

C Have students read over the language chart before playing the audio.

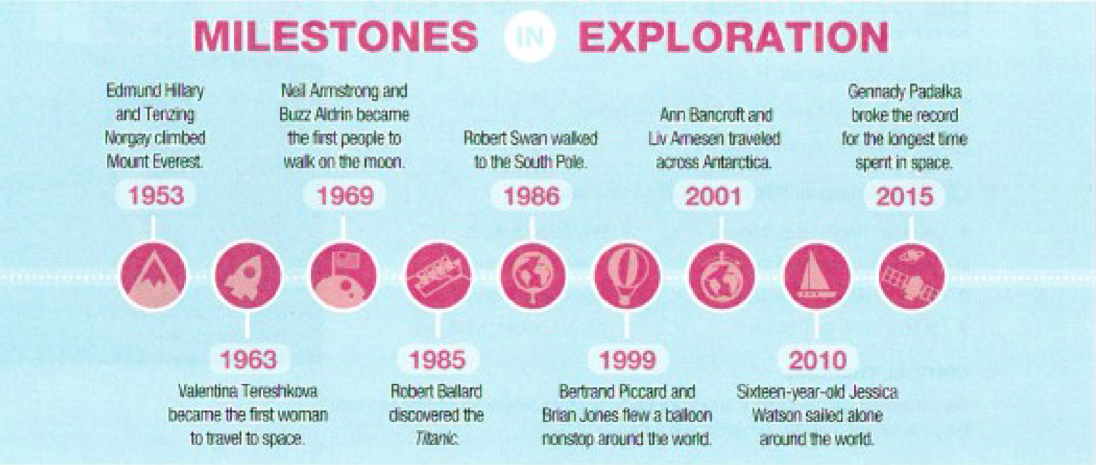
Note that many of the subjects in the chart are plural, so the verbs are too. Explain that explorers and record breakers often work in teams to achieve their goals, which is why a plural subject is used.

▶ 9.6 Play the audio and have students read aloud.

9B Exploring the world

LANGUAGE FOCUS Discussing past events

A ▶ 9.4 Read the information. Which achievement do you think is the most interesting? Answers will vary



1953 Edmund Hillary and Tenzing Norgay climbed Mount Everest.

1963 Valentina Tereshkova became the first woman to travel to space.

1969 Neil Armstrong and Buzz Aldrin became the first people to walk on the moon.

1985 Robert Ballard discovered the *Titanic*.

1986 Robert Swan walked to the South Pole.

1999 Bertrand Piccard and Brian Jones flew a balloon nonstop around the world.

2001 Ann Bancroft and Liv Arnesen traveled across Antarctica.

2010 Sixteen-year-old Jessica Watson sailed alone around the world.

2015 Gennady Padalka broke the record for the longest time spent in space.

B ▶ 9.5 Listen to more information about Ann Bancroft and Liv Arnesen's achievement. Complete the sentences.

1 Before they became explorers, Ann Bancroft and Liv Arnesen worked as ___teachers___.
2 In 2001, they became the first women to cross the Antarctic on ___foot___.
3 Their journey across Antarctica took ___three___ months.

C ▶ 9.6 Watch and study the language in the chart.

Talking about the past

In 1969, Apollo 11's Lunar Module landed on the moon.
Neil Armstrong was the first to walk on the moon. Buzz Aldrin was second.
They were on the surface of the moon for just over two hours.
Michael Collins was also on the mission but he didn't walk on the moon.

Piccard and Jones began their balloon flight around the world in 1999.

Were they successful?	Yes, they were.
Did they make any stops on their journey?	No, they didn't.
How long did the journey take?	It took almost 20 days.

For more information on **simple past**, see Grammar Summary 9 on page 157.

CHALLENGE Play the audio again for **B**. Elicit the past tense verbs heard in the audio: *were, became, walked, skied, ice-sailed, lasted, wanted.*

Grammar Note

Make sure students understand that two kinds of past-tense *Yes/No* questions appear in **D**, and each requires a different answer as a complete sentence. Write on the board:

Did she accomplish that? Yes, she did. Was she the first woman to accomplish that? Yes, she was.

Did they break the record? Yes, they did. Were they the record breakers? Yes, they were.

Remind students that the verb *did* can be used for single and plural subjects, but the *be* verb changes according to the subject. Give a quick review of the *be* verb in the past tense: *I was, She/He was, You were, They were, We were.*

D Look back at the infographic. Write short answers to the following questions.

1 Was Valentina Tereshkova the first woman in space? Yes, she was.
2 Did Ann Bancroft and Liv Arnesen journey across the Arctic? No, they didn't.
3 Did Edmund Hillary discover the *Titanic*? No, he didn't.
4 Did Robert Swan walk to the South Pole? Yes, he did.
5 Were Piccard and Jones the first people to walk on the moon? No, they weren't.

E 9.7 Complete the information with the correct form of the words in parentheses. Listen and check your answers.

Sarah McNair-Landry [1] grew up (grow up) in northern Canada. Her parents were Arctic guides, so it's not surprising that she [2] wanted (want) to explore from an early age. At age 18, she [3] skied (ski) to the South Pole. She [4] was (be) the youngest person ever to do this.

In 2007, McNair-Landry, her brother, and a friend [5] decided (decide) to snow-kite 2,300 kilometers across Greenland. She [6] wanted (want) to raise awareness of global warming, and she [7] hoped (hope) to inspire a new generation of explorers.

In 2015, she and a friend [8] traveled (travel) for 120 days in the Arctic by dogsled. According to McNair-Landry, the most difficult thing about the trip [9] was (be) keeping the dogs happy. Often they simply [10] didn't want (not want) to run.

Sarah McNair-Landry and her dogsled in the Arctic

F Use the words to write questions. Ask and answer them with a partner.

1 you / pass / your last exam? Did you pass your last exam?
2 when / you / last win / a prize? When did you last win a prize?
3 what / you / achieve / last year? What did you achieve last year?
4 be / you / a good student / in middle school? Were you a good student in middle school?

SPEAKING Round-the-world adventure Answers will vary

A Read the beginning of the story of Jessica Watson's round-the-world sailing trip.

> Australian Jessica Watson sailed around the world alone. She left Sydney on October 18, 2009. She was just 16 years old.

B You are going to read more about Jessica Watson's trip. **Student A:** Turn to page 144. **Student B:** Turn to page 141.

D Explain that the past simple tense questions in the chart can take one-word answers (*Yes* or *No*) but that students should practice using complete sentences. Elicit all possible positive and negative answers before students begin. (*Yes, they did; No, they didn't; Yes, they are; No, they are not.*) Have students work individually to answer the questions. See **Grammar Note**.

CHALLENGE Have students add the correct information for *No* answers. (*No, they didn't. They journeyed across Antarctica; No, he didn't. He climbed Mount Everest; No, they weren't. They were the first people to fly a balloon nonstop around the world.*)

Ask students what answer they would offer if they didn't have the information to answer a *Yes/No* question: *I don't know*.

E Have students work individually. Play the audio to have them check their answers. Write the past tense verbs on the board. Review how to form regular past tense verbs (+ *-ed*) and negative past tense (*did not* + verb). Elicit the irregular verbs in the passage. (*grew up, was*)

F Have students work individually to write the questions. Then give them time to think of their responses. Have them work in pairs to check answers and discuss their answers to each question. Remind students to give answers in full sentences.

CHALLENGE Have pairs choose one question to have a more detailed conversation on. Tell partners to ask two follow-up questions each.

SUPPORT Go over how to form past simple tense questions.

Were / Was + subject ...?
Did + subject + verb ...?
Who / What / When / Where / Why / How + did + subject + verb ...?

Point out that in question 2 (*When did you last win a prize?*), *last* is an adverb meaning most recently.

EXTENSION ACTIVITY Have students write two past tense quiz questions about McNair-Landry, based on the information in **E**. Explain that pairs will quiz each other on the information they heard and read. Tell students to close their books when asking the questions, so students answer based on memory.

SPEAKING

A Read the paragraph aloud with the class.

B Have students work in pairs. Assign each partner as A or B. Explain that partners will have almost the same information, but there are different gaps in their passages. Tell partners to ask each other questions to get the information they are missing. Give students time to work individually to write their questions. Remind them to use the past tense.

9C

Extreme survival

LESSON OVERVIEW

Aims: Read and comprehend an article about Robert Swan; understand main ideas and details.

Target Vocabulary: beneath, frightening, head, intense, melt, survival

External Link:
A simple explanation of the climate change and polar ice melting:
climatekids.nasa.gov/climate-change-evidence/

Reading Summary: From a young age, Robert Swan knew that exploring the polar regions was what he wanted to do. He accomplished this dream by being the first person to walk to both the South Pole and the North Pole. During his journey, he saw firsthand the effects that global warming is having on the poles. He has spent the rest of his life trying to spread environmental awareness and protect the polar regions.

PRE-READING

A Write *Robert Swan's greatest achievement* on the board.

Tell students to scan the article for this specific information only. Tell them to look for keywords that indicate a big accomplishment. Give students 30 seconds to scan the passage.

B ▶ **9.8** Play the audio/video and have students read along.

Elicit any language in the passage that helped students find his *great accomplishment*. (line 14, *the first person to ...*)

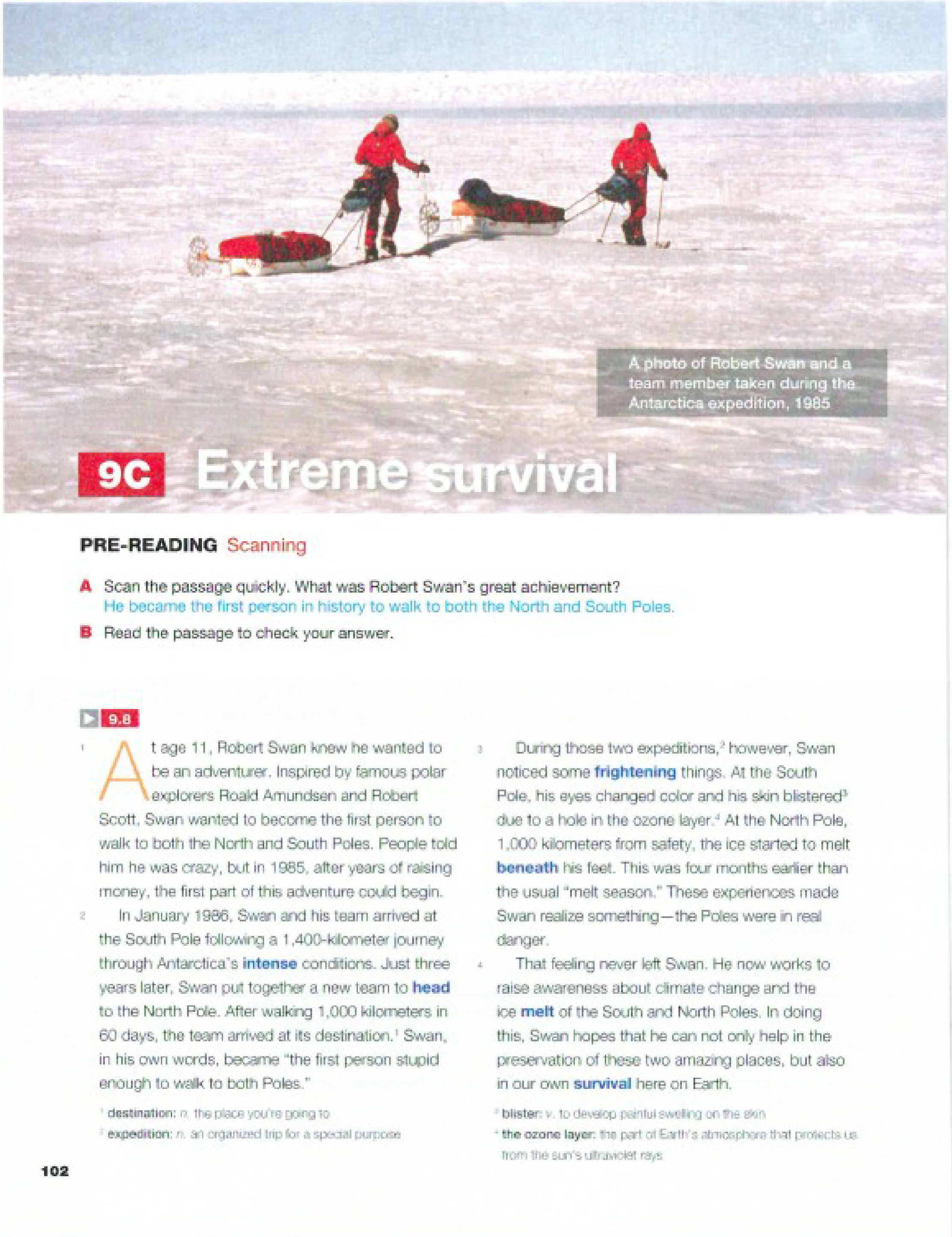
▶ **9.8** Play the audio/video again. Stop to elicit or explain any unfamiliar terms, including terms defined in the footnotes. Suggested terms include *polar explorer, raise money, destination, stupid, blistered, ozone layer, melt season, raise awareness, climate change, ice melt,* and *preservation.* See **Language Note** below for more about the environmental terms.

Language Note

Melt season refers to the time of year when the polar ice naturally begins to melt as the temperature rises with the change in seasons. When melt season ends, the ice begins to freeze again as the temperature drops. As *climate change* worsens, melt season is coming earlier and lasting longer.

The noun *preservation* refers to keeping something in its natural state. Note that *preservation* is a vocabulary word in **Lesson D**.

To *raise money* means to ask for donations to support a cause. In Swan's case, he was raising money for his expedition. To *raise awareness* means to educate and to spread knowledge.



A photo of Robert Swan and a team member taken during the Antarctica expedition, 1985

9C **Extreme survival**

PRE-READING Scanning

A Scan the passage quickly. What was Robert Swan's great achievement?
He became the first person in history to walk to both the North and South Poles.

B Read the passage to check your answer.

▶ **9.8**

1 At age 11, Robert Swan knew he wanted to be an adventurer. Inspired by famous polar explorers Roald Amundsen and Robert Scott, Swan wanted to become the first person to walk to both the North and South Poles. People told him he was crazy, but in 1985, after years of raising money, the first part of this adventure could begin.

2 In January 1986, Swan and his team arrived at the South Pole following a 1,400-kilometer journey through Antarctica's **intense** conditions. Just three years later, Swan put together a new team to **head** to the North Pole. After walking 1,000 kilometers in 60 days, the team arrived at its destination.[1] Swan, in his own words, became "the first person stupid enough to walk to both Poles."

3 During those two expeditions,[2] however, Swan noticed some **frightening** things. At the South Pole, his eyes changed color and his skin blistered[3] due to a hole in the ozone layer.[4] At the North Pole, 1,000 kilometers from safety, the ice started to melt **beneath** his feet. This was four months earlier than the usual "melt season." These experiences made Swan realize something—the Poles were in real danger.

4 That feeling never left Swan. He now works to raise awareness about climate change and the ice **melt** of the South and North Poles. In doing this, Swan hopes that he can not only help in the preservation of these two amazing places, but also in our own **survival** here on Earth.

[1] **destination:** *n.* the place you're going to
[2] **expedition:** *n.* an organized trip for a special purpose
[3] **blister:** *v.* to develop painful swelling on the skin
[4] **the ozone layer:** the part of Earth's atmosphere that protects us from the sun's ultraviolet rays

UNDERSTANDING MAIN IDEAS

Circle the main idea for each paragraph number below.

1 [✓ a] From a young age, Swan wanted to explore the North and South Poles.
  b Swan was the youngest man to walk to the South Pole.

2 a The journey to the North Pole was more dangerous than the one to the South Pole.
  [✓ b] In the 1980s, Swan became the first person to walk to both Poles.

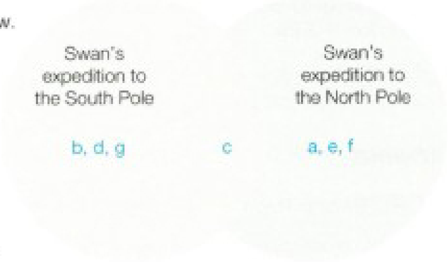
3 [✓ a] During the expeditions, Swan saw that the Poles were in danger.
  b Swan thought about stopping the expeditions due to the many dangers.

4 a Swan hopes that one day he can return to the South Pole.
  [✓ b] These days, Swan works to teach people about the dangers of climate change.

UNDERSTANDING DETAILS

Complete the Venn diagram using the information below.

a 1,000-kilometer journey
b 1,400-kilometer journey
c traveled with a team
d arrived at destination in 1986
e arrived at destination in 1989
f ice started to melt four months earlier than usual
g skin and eyes damaged due to hole in ozone layer


Swan's expedition to the South Pole
Swan's expedition to the North Pole
b, d, g
c
a, e, f

BUILDING VOCABULARY

A Complete the paragraph below using the correct form of words in blue from the passage.

More than 100 years ago, Robert Falcon Scott [1] headed to Antarctica in an attempt to become the first person to reach the South Pole. In January 1912, after a long and difficult expedition in the [2] intense cold, Scott and his team successfully reached their destination. However, when they got there, they found that a Norwegian team, led by Roald Amundsen, had already arrived 34 days earlier. On the return journey, Scott's team faced a [3] frightening struggle for [4] survival as they suffered in the extreme conditions. Sadly, Scott and his four companions all died before they reached home.

B Complete the definitions below. Circle the correct words.

1 If something is **beneath** you, it is (**above** / [✓ **below**]) you.
2 An example of something that can **melt** is ([✓ **ice cream**] / **orange juice**).

C **CRITICAL THINKING**

Applying What other places in the world have **intense** conditions? Discuss with a partner. Answers will vary

Content Note

The annual increase in the melting of polar sea ice and glaciers over recent decades has become a symbol of the dangerous situation the planet is in because of global warming. While the ice in the Arctic Ocean at the North Pole has been disappearing more rapidly than that at the South Pole, Antarctica too is now facing grave danger due to continued climate change.

UNDERSTANDING MAIN IDEAS

Have students work individually before checking answers in pairs. Elicit the line numbers in the passage where students found the information.

UNDERSTANDING DETAILS

Explain that a Venn diagram is useful when organizing similarities and differences. Make sure students understand that the information in the overlapping parts of the circles is true for both expeditions. Have students work individually and check answers in pairs.

BUILDING VOCABULARY

A Have students go back to the passage and note the words in blue. Ask them to guess the meaning based on the context (how the word is used in the sentence), or have them check the words in a dictionary.

Have students work individually to complete the sentences before checking answers in pairs.

Write each vocabulary word on the board. Ask volunteers to give one sentence summarizing one part of the expedition using one vocabulary word. For example, *The conditions were too intense for the team, and sadly they all died on the return journey.*

B Have students work individually before checking their answers in pairs.

C **CRITICAL THINKING** Tell students they can talk about a place they know or one they have heard of but not visited. Encourage students to use the vocabulary from the lesson when sharing their ideas. Remind students that they also talked about wild places with intense and extreme conditions in Unit 8.

SUPPORT Write some useful phrases for sharing ideas on the board:

I think … is intense because …
I agree.
I don't agree.
I agree, and I also think …

EXTENSION ACTIVITY Have students work in pairs to go online and find out more information about the environmental threats that the poles are facing. Tell pairs to choose either the South Pole of North Pole. After students have collected information and statistics, have them meet with another pair who researched the other pole and share information.

9D

Let's save the last pristine continent

LESSON OVERVIEW

Aims: Watch and understand a talk about preserving Antarctica; observe effective body language.

Target Vocabulary: link, mission, preservation, threaten

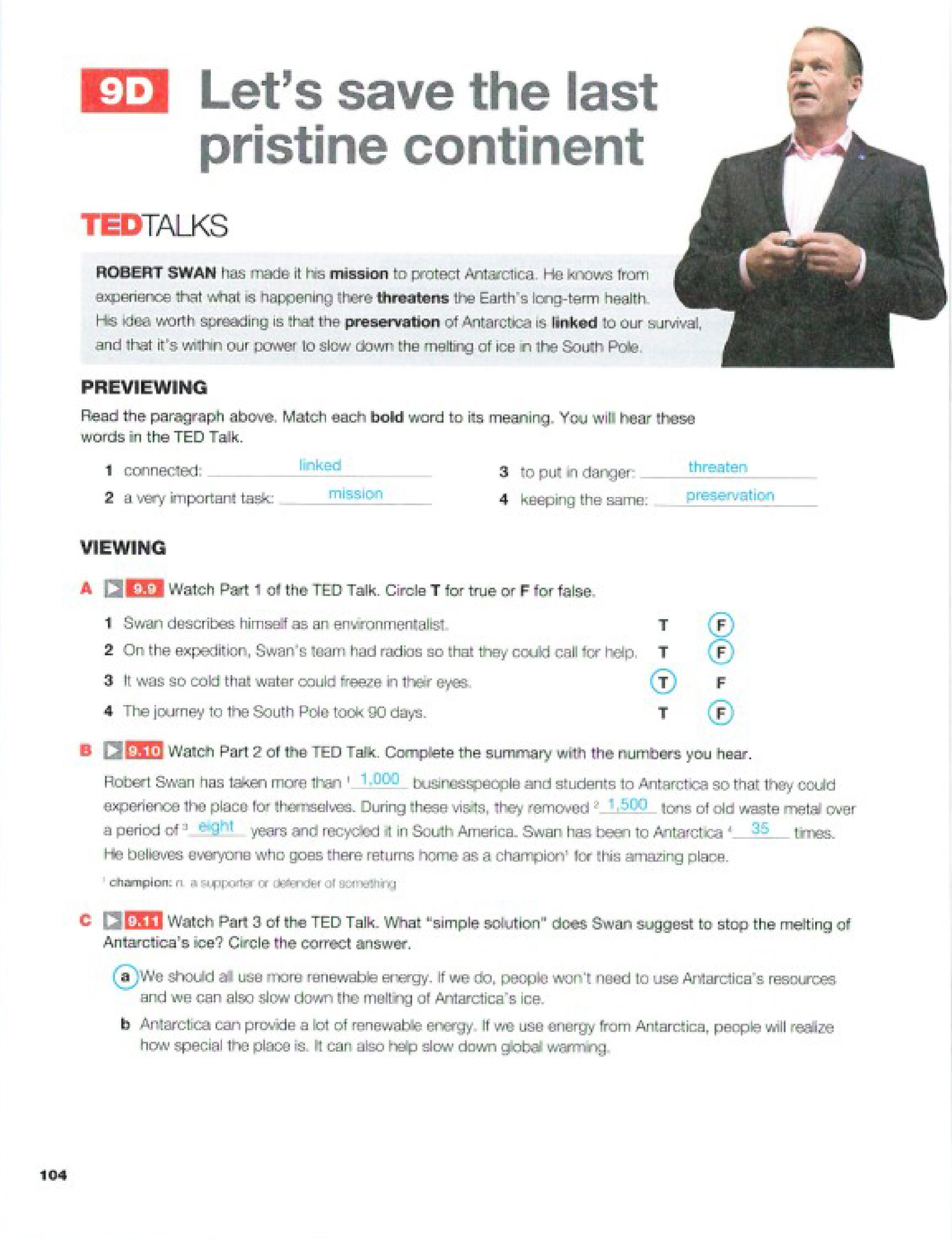
TED Talk Summary: Robert Swan tells the story of his first crossing of Antarctica and how it changed him. Not only did he face his fears during the journey, but he also saw firsthand the effects that climate change has already started to have on the ice. He shares how he has since made it his mission to educate as many people as he can about Antarctica so that the world understands we need to save the continent to save our species.

PREVIEWING

Read the paragraph aloud as students read along. Note that by this point in the unit, students have learned about Swan in the **Warm Up** video and the reading passage in **Lesson C**.

Explain that when someone *makes something their mission,* it means they commit to making it happen. Point out that the verb *link* in the paragraph is followed by the preposition *to*. Note that *link to* is a common verb phrase.

CHALLENGE Have students work in pairs to paraphrase Swan's idea worth spreading. For example, *Humans must stop the destruction of Antarctica by climate change in order to ensure our own survival as a species.*



9D Let's save the last pristine continent

TEDTALKS

ROBERT SWAN has made it his **mission** to protect Antarctica. He knows from experience that what is happening there **threatens** the Earth's long-term health. His idea worth spreading is that the **preservation** of Antarctica is **linked** to our survival, and that it's within our power to slow down the melting of ice in the South Pole.

PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 connected: linked
2 a very important task: mission
3 to put in danger: threaten
4 keeping the same: preservation

VIEWING

A ▶ 9.9 Watch Part 1 of the TED Talk. Circle **T** for true or **F** for false.

1 Swan describes himself as an environmentalist. T [✓ F]
2 On the expedition, Swan's team had radios so that they could call for help. T [✓ F]
3 It was so cold that water could freeze in their eyes. [✓ T] F
4 The journey to the South Pole took 90 days. T [✓ F]

B ▶ 9.10 Watch Part 2 of the TED Talk. Complete the summary with the numbers you hear.

Robert Swan has taken more than [1] 1,000 businesspeople and students to Antarctica so that they could experience the place for themselves. During these visits, they removed [2] 1,500 tons of old waste metal over a period of [3] eight years and recycled it in South America. Swan has been to Antarctica [4] 35 times. He believes everyone who goes there returns home as a champion[1] for this amazing place.

[1] **champion:** n. a supporter or defender of something

C ▶ 9.11 Watch Part 3 of the TED Talk. What "simple solution" does Swan suggest to stop the melting of Antarctica's ice? Circle the correct answer.

[✓ a] We should all use more renewable energy. If we do, people won't need to use Antarctica's resources and we can also slow down the melting of Antarctica's ice.

b Antarctica can provide a lot of renewable energy. If we use energy from Antarctica, people will realize how special the place is. It can also help slow down global warming.

Language Note

Long-term health refers to well-being over a long period of time. A person's *long-term health* refers to years or decades. However, the *long-term health* of a planet may refer to thousands of years.

VIEWING

A Have students preview the task.

▶ 9.9 Play Part 1 of the TED Talk. Have students watch the check-your-answers part of the video.

Tell students that they saw an example of involving the audience in Part 1. Elicit what Swan did: *He addressed the audience directly by talking about their location in relation to the South Pole.*

B Have students preview the task. Elicit what kind of information they are listening for. (statistics)

▶ 9.10 Play Part 2 of the video. Play the video again for students to check their answers.

Point out that the statistics in the paragraph are evidence of how Swan has *made it his mission to protect*

D **CRITICAL THINKING**

Inferring Discuss the following questions with a partner.
Answers will vary

1 Why do you think Robert Swan chose to have no backup on his expedition to the South Pole?

2 Robert Swan describes India and China as "game-changing nations." What do you think he means?

VOCABULARY IN CONTEXT

▶ **9.12** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.b 2.c 3.a 4.c

PRESENTATION SKILLS Pausing effectively

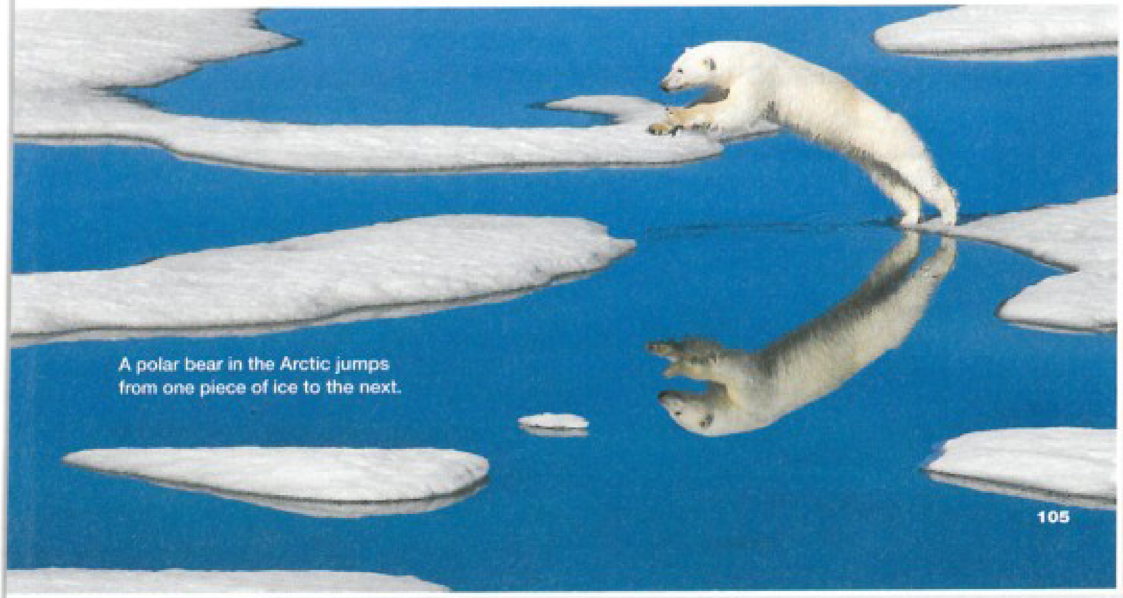
Pausing at an appropriate time allows the audience time to stop and consider the speaker's message. You can pause after an important point or a question you want the audience to think about.

A ▶ **9.13** Watch the excerpt. Notice how Swan uses pauses when he speaks.

B ▶ **9.14** Read the excerpt below. Mark with a / where you think Swan will pause. Watch and check your guesses.

I have faced head-on these places, and to walk across a melting ocean of ice is without doubt the most frightening thing that's ever happened to me. I have faced / head-on / these places, and to walk across / a melting ocean of ice is without doubt the most frightening thing / that's ever happened to me.

C Look at the paragraph about Robert Swan on page 104. Imagine this is part of a presentation you are giving. Mark with a / where you think you should pause. Then practice reading the paragraph to your partner. Answers will vary



A polar bear in the Arctic jumps from one piece of ice to the next.

Antarctica. Elicit the actions he's taken that are mentioned in the paragraph: educate people, take people on tours there, clean up trash.

C Have students preview the question.

▶ **9.11** Play Part 3 of the video. Check answers as a class. Elicit examples of renewable energy. See **Content Note**. Note Swan's point is that using renewable energy will keep Antarctica's resources from being exploited.

D **CRITICAL THINKING** Explain that a *game-changer* is someone that has the power to make a large impact. In regard to energy, because both China and India have over 1 billion people, the energy use of those two countries will have a profound effect on the rest of the world. If China and India use renewable energy, it will impact the world greatly, which is why Swan talks about working with young people from these countries.

Content Note

Currently, most major electrical plants in the world generate energy using coal, oil, or natural gas, which are nonrenewable sources of energy, or fossil fuels. Renewable energies include wind, solar, geothermal, and hydropower.

VOCABULARY IN CONTEXT

▶ **9.12** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the **Presentation Skills** paragraph aloud. Explain that pauses can make an impact during a speech, which allows the audience to process your words and anticipate what you're going to say next. Explain that pausing puts emphasis on what you just said.

▶ **9.13** Play the video and have students watch for pauses. If necessary, stop the video after each pause to discuss the effect it had on students as they were listening. (*just a survivor, the ice melt of the South and North Poles, we need to listen, and if we don't*)

B Ask students to guess where they think Swan will pause. Tell them to think about what points he wants the audience to consider more deeply.

▶ **9.14** Play the video for students to check their guesses.

C Have students work individually to practice reading the paragraph at the top of page 104 aloud to decide where to pause. Remind them that they should think about what points they want to emphasize.

Suggested phrases to emphasize: *protect Antarctica; threatens Earth's long-term health; linked to our survival; it's within our power.*

9E

Great achievements

LESSON OVERVIEW

Aims: Research and give a talk; write a biography.

COMMUNICATE

A Read the categories in the box and elicit or explain the meaning of each.

B Have students read the questions and use a mind map to organize their notes. Give students five to ten minutes to complete their research online.

C Point out that students do not have to present information in the same order as the questions, but in order of relevance.

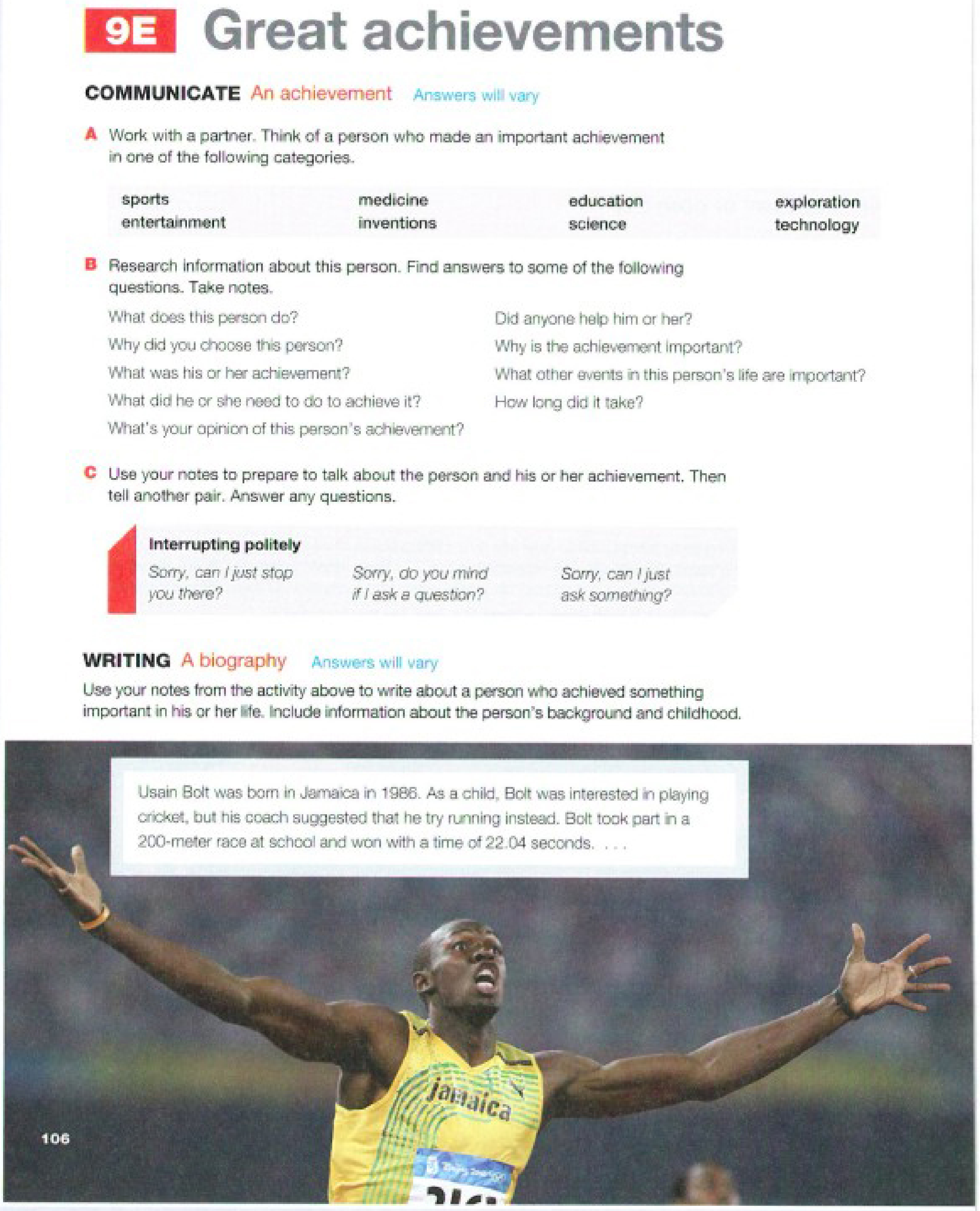
Tell pairs to decide which partner will talk about which part of the content. Explain that each should be speaking for an equal amount of time of at least one minute each.

Draw students' attention to the **Interrupting politely** phrases. Read the phrases aloud and have students repeat.

Students who are listening should interrupt politely at least once during the presentation. Point out that they can interrupt with either a question or a comment.

Have students write individually. Then ask them to compare their paragraphs with their partner's.

Have them discuss the differences and similarities in their content and writing styles: Did they include the same information? Did they present their statistics differently? What about the organization of the information?



9E Great achievements

COMMUNICATE An achievement Answers will vary

A Work with a partner. Think of a person who made an important achievement in one of the following categories.

sports
entertainment
medicine
inventions
education
science
exploration
technology

B Research information about this person. Find answers to some of the following questions. Take notes.

What does this person do?
Why did you choose this person?
What was his or her achievement?
What did he or she need to do to achieve it?
What's your opinion of this person's achievement?
Did anyone help him or her?
Why is the achievement important?
What other events in this person's life are important?
How long did it take?

C Use your notes to prepare to talk about the person and his or her achievement. Then tell another pair. Answer any questions.

Interrupting politely

Sorry, can I just stop you there?
Sorry, do you mind if I ask a question?
Sorry, can I just ask something?

WRITING A biography Answers will vary

Use your notes from the activity above to write about a person who achieved something important in his or her life. Include information about the person's background and childhood.

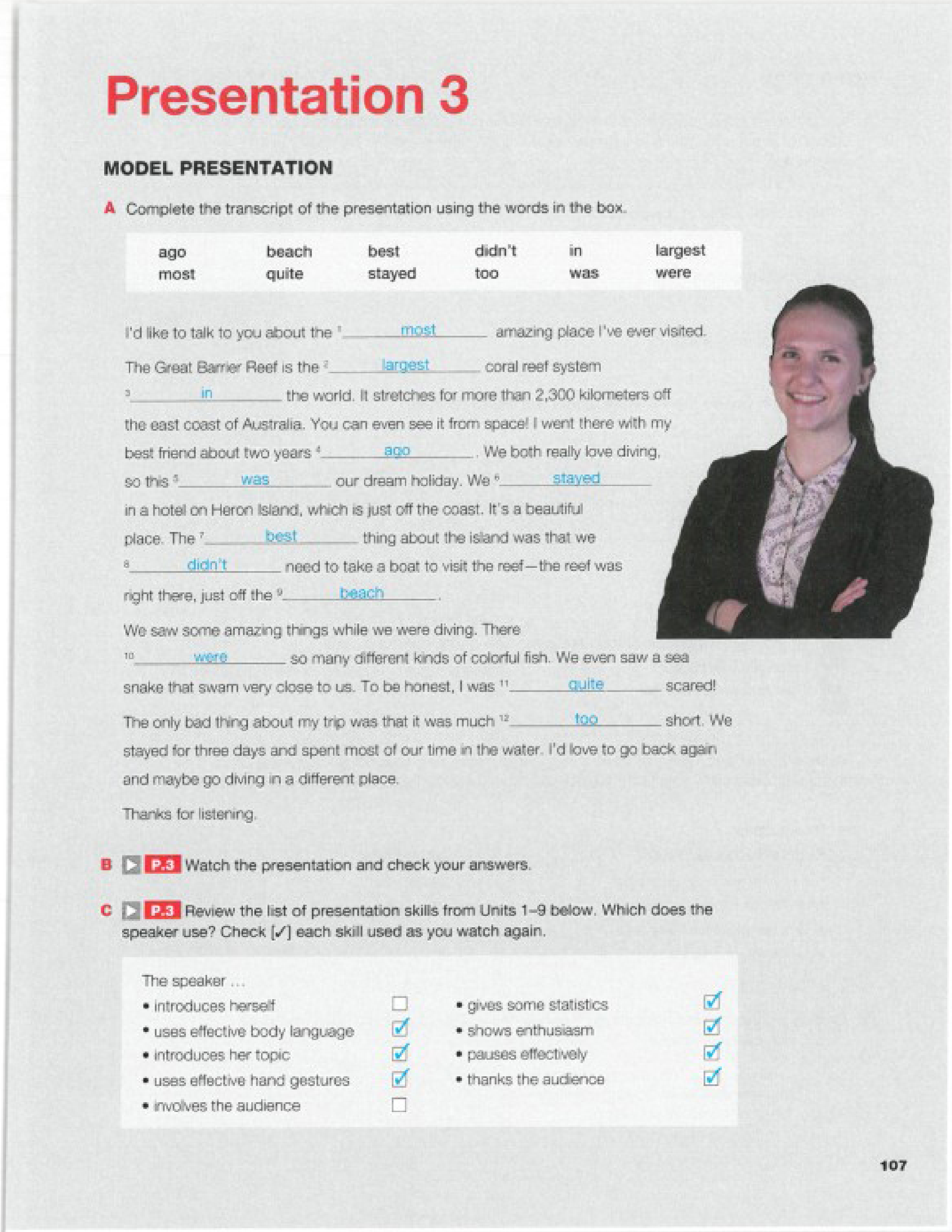
Usain Bolt was born in Jamaica in 1986. As a child, Bolt was interested in playing cricket, but his coach suggested that he try running instead. Bolt took part in a 200-meter race at school and won with a time of 22.04 seconds. . . .

SUPPORT Encourage students to take notes while listening to the presentations in order to ask better questions.

WRITING

Read the example aloud. Note that students can write about a presentation they heard, or about the individual they researched.

EXTENSION ACTIVITY Have students go back to the time lines in the **Warm Up**. Tell them it's five years in the future and to write their own biographies about what they've accomplished.



Presentation 3

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

ago	beach	best	didn't	in	largest
most	quite	stayed	too	was	were

I'd like to talk to you about the [1]______most______ amazing place I've ever visited.

The Great Barrier Reef is the [2]______largest______ coral reef system [3]______in______ the world. It stretches for more than 2,300 kilometers off the east coast of Australia. You can even see it from space! I went there with my best friend about two years [4]______ago______. We both really love diving, so this [5]______was______ our dream holiday. We [6]______stayed______ in a hotel on Heron Island, which is just off the coast. It's a beautiful place. The [7]______best______ thing about the island was that we [8]______didn't______ need to take a boat to visit the reef—the reef was right there, just off the [9]______beach______.

We saw some amazing things while we were diving. There [10]______were______ so many different kinds of colorful fish. We even saw a sea snake that swam very close to us. To be honest, I was [11]______quite______ scared!

The only bad thing about my trip was that it was much [12]______too______ short. We stayed for three days and spent most of our time in the water. I'd love to go back again and maybe go diving in a different place.

Thanks for listening.

B ▶ **P.3** Watch the presentation and check your answers.

C ▶ **P.3** Review the list of presentation skills from Units 1–9 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker …
- introduces herself ☐
- uses effective body language ☑
- introduces her topic ☑
- uses effective hand gestures ☑
- involves the audience ☐
- gives some statistics ☑
- shows enthusiasm ☑
- pauses effectively ☑
- thanks the audience ☑

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Presentation 3

Aims: Students give a short presentation to a partner about an amazing place that they've visited, using the presentation skills they learned in Units 7–9 as well as relevant skills from previous units.

MODEL PRESENTATION

A Have students work individually to complete the transcript. Elicit points about the presentation:

1. What is the purpose of the presentation? (to talk about a place you've visited)
2. What is the topic? (the Great Barrier Reef)
3. What statistics does the speaker share? (2,300 kilometers long)
4. What did the speaker do there? (go diving)
5. What good points did the speaker share? (saw many fish)
6. What bad points did the speaker share? (The trip was too short.)

B ▶ **P.3** Play the video/audio to check answers.

C Have students preview the task.

▶ **P.3** Play the audio/video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–6:

1. introducing yourself
2. using effective body language
3. thanking the audience
4. introducing a topic
5. using gestures
6. involving the audience

Then elicit the presentation skills for Units 7–9:

7. adding support by giving statistics
8. showing enthusiasm with strong adjectives
9. pausing effectively

Elicit the language that the speaker uses for introducing the statistic (*It stretches for more than …*) and showing enthusiasm: *amazing* (line 1), *beautiful* (line 7), and *amazing* (line 11).

Elicit at what point in the presentation the speaker pauses.

Point out that just as in Presentation 2, the speaker does not introduce herself. Remind students that it is not always necessary to introduce yourself, especially when you are speaking to a group that already knows you. Elicit the language that the speaker uses to introduce the topic. (*I'd like to talk to you about …*) Ask if the speaker involves the audience, and if so, how? (*The speaker does not.*) Elicit the language that the speaker uses to thank the audience. (*Thanks for listening.*)

Review the presentation skills from Units 7–9 in more detail. Elicit the language options or techniques for each that students learned in the units.

Adding support by giving statistics: *Studies show that nine out of ten people …; According to a poll, one in three …; A recent study finds that …; Research shows that every day 500 men …*

Showing enthusiasm: *amazing, brilliant, fantastic, magnificent, wonderful*

Pausing effectively: *Pause for important points or questions for the audience to think about.*

YOUR TURN

A Explain that asking and answering questions about your topic is a useful technique for planning content.

Tell students that they can use the answers as their notes for the speech, or they can write key phrases like the speaker did in Presentation 1.

Give students 5–10 minutes to write notes for their presentations.

B Read the useful phrases aloud as students repeat. Elicit some additional nouns for natural attractions, as well as adjectives for describing them, that students learned in Unit 8. Possibilities include *river, reef, harbor, volcano, plain, plateau, salt flat, forest, national park, big, cold, crowded, deep, dry, high, hot, long, populated, small, tall, wet,* and *wide*.

Give students more time to revise their notes and decide what language to use in their presentations. Remind students to also use strong adjectives to express enthusiasm.

C Tell students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for both being speakers and audience members in **Lesson E** of each unit. Review the language.

For Speakers:

Adding extra information: *and …; Also, …; What's more …; In addition …*

Conversation fillers: *Well …; Um …; Let's see …; Hmm …*

Inviting opinions: *What do you think? What's your opinion? Do you agree?*

For Listeners:

Showing interest: *Really? Yeah? Wow! Cool! That's great!*

Asking for clarification: *Can you repeat that please? Sorry, what did you say? Can you say that again?*

Responding to ideas: *Good idea! That's a great idea! Interesting! Tell me more.*

Declining to answer a question: *Sorry, I'd rather not say; I'd prefer not to answer; No comment!*
Expressing agreement: *I agree; You're right; That's a good point; I couldn't agree more.*

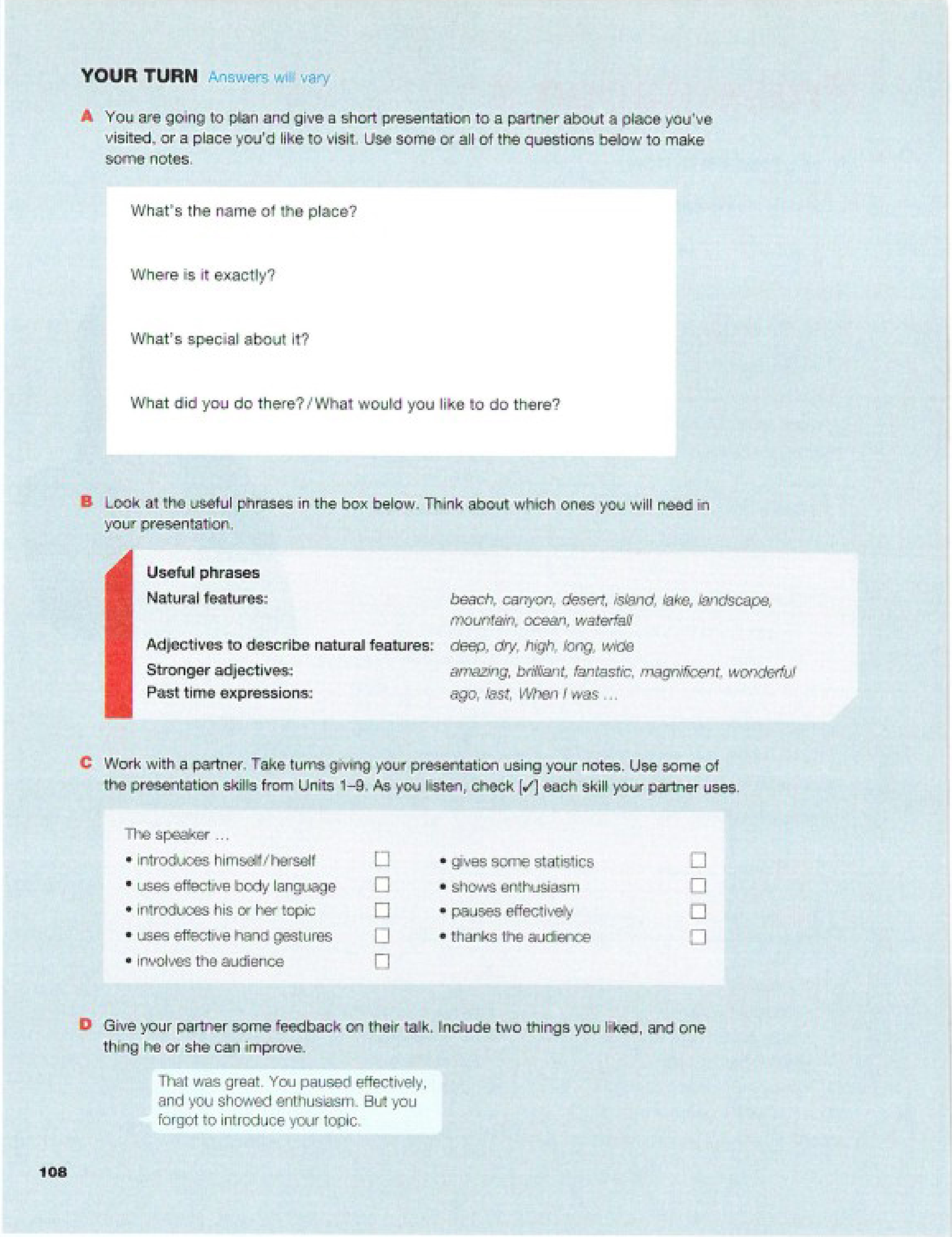
Interrupting politely: *Sorry, can I just stop you there? Sorry, can I just ask something? Sorry, do you mind if I ask a question?*

Encourage listeners to ask questions during and after presentations.

D Remind students that when offering feedback, it's good to start with some praise. Elicit some simple phrases for students to praise each other: *Well done; You did great; That was interesting.*

Explain that after giving praise, students should next offer some positive feedback, just like the speaker does in the example (*You paused effectively, and you showed enthusiasm.*) and then offer any points that need to be improved (*But you forgot to introduce your topic.*).

✪ **CHALLENGE** Have students next give their presentations to the entire class.



YOUR TURN Answers will vary

A You are going to plan and give a short presentation to a partner about a place you've visited, or a place you'd like to visit. Use some or all of the questions below to make some notes.

What's the name of the place?

Where is it exactly?

What's special about it?

What did you do there? / What would you like to do there?

B Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Natural features:	*beach, canyon, desert, island, lake, landscape, mountain, ocean, waterfall*
Adjectives to describe natural features:	*deep, dry, high, long, wide*
Stronger adjectives:	*amazing, brilliant, fantastic, magnificent, wonderful*
Past time expressions:	*ago, last, When I was …*

C Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–9. As you listen, check [✓] each skill your partner uses.

The speaker …
- introduces himself / herself ☐
- uses effective body language ☐
- introduces his or her topic ☐
- uses effective hand gestures ☐
- involves the audience ☐
- gives some statistics ☐
- shows enthusiasm ☐
- pauses effectively ☐
- thanks the audience ☐

D Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

That was great. You paused effectively, and you showed enthusiasm. But you forgot to introduce your topic.

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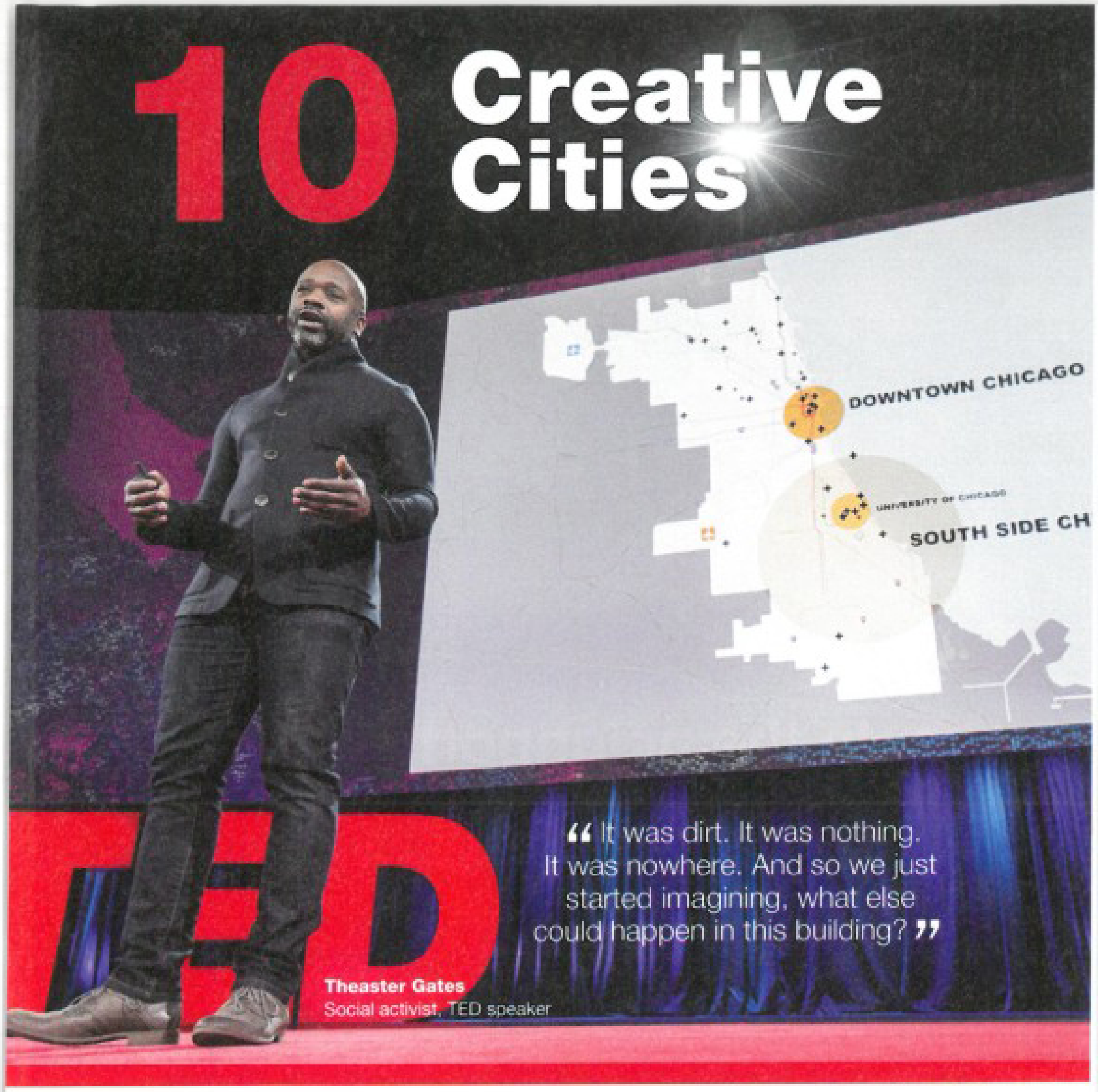
10 Creative Cities



> “It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?”

Theaster Gates
Social activist, TED speaker

UNIT GOALS

In this unit, you will ...

- describe neighborhoods.
- read about someone who is using art to improve neighborhoods.
- watch a TED Talk about making positive changes in a neighborhood.

WARM UP

▶ **10.1** Watch part of Theaster Gates's TED Talk. Answer the questions with a partner.

1 What do you think Gates did with the building?
Answers will vary
2 Does your neighborhood have many empty old buildings? Why or why not?
Answers will vary

UNIT GOALS

The unit focuses on communities and how changing a neighborhood's physical environment also changes the community. Students learn words to describe typical problems in neighborhoods and the language of making suggestions for improvement. By the end of the unit, students can evaluate places and offer ideas and recommendations. Note that throughout the unit, students should be encouraged to think about their own neighborhoods and what would help improve them.

TED Speaker

Theaster Gates is a potter turned social activist who has also become an expert on urban development through his renovation projects in his Chicago community.

TED Talk Summary

Gates shares how he helped transform his inner city neighborhood by creating new spaces for bringing art and beauty by repurposing abandoned buildings. He has created new resources and gathering places for the people of his neighborhood.

Idea Worth Spreading

Art can be a force for change.

10

Creative Cities

WARM UP

Students look over the picture, caption, and quote on the page. Elicit the meaning of *social activist*. Point out that many TED speakers are social activists in addition to their regular jobs.

Read the questions aloud.

▶ **10.1** Play the preview clip of the TED Talk. Have students discuss in pairs.

For question 1, ask them to discuss possible changes that could be made to the building in the video.

For question 2, ask students to describe their current neighborhoods and talk about any empty buildings.

CHALLENGE Ask them to decide a new use for the building. Have students describe the building and their ideas for changing it.

Language Note

A *social activist* is someone who creates positive social change. Gates creates spaces that improve communities. He also gives talks to encourage others to improve their communities. Other common types of activists include *political activists*, *environmental activists*, and *health activists*.

EXTENSION ACTIVITY Ask students to describe the neighborhood that they grew up in and draw a picture and then explain the map to their partner.

10A

In the neighborhood

LESSON OVERVIEW

Aims: Use phrases to talk about communities; listen for pros and cons; describe neighborhoods.

Target Vocabulary: affordable housing, clean streets, friendly neighbors, heavy traffic, green space, low crime rate, reliable public transportation, vacant buildings

VOCABULARY

A Have students work individually. Then have them check answers in pairs. Avoid explaining meanings until students complete **B**.

B Note at this point, students may not understand the meanings of all the phrases. Tell them to guess which are positive and negative, based on the adjectives. Tell students to make a chart, Venn diagram, or word web to organize the phrases. Have them compare their answers with a partner. Ask them to use the dictionary to check on any phrases they disagree on.

Go over the meaning and use of each phrase as a class. When possible, elicit or give the opposite of each phrase.

C Model the conversation with a student. Give pairs enough time to discuss.

Language Note

Affordable housing means that people can rent or buy a place to live at a reasonable cost.

Clean streets refers not only to the lack of trash on the sidewalks and roads, but also to the overall look and feel of a neighborhood. For example, a street might have plants along the sidewalk, trash cans for litter, etc.

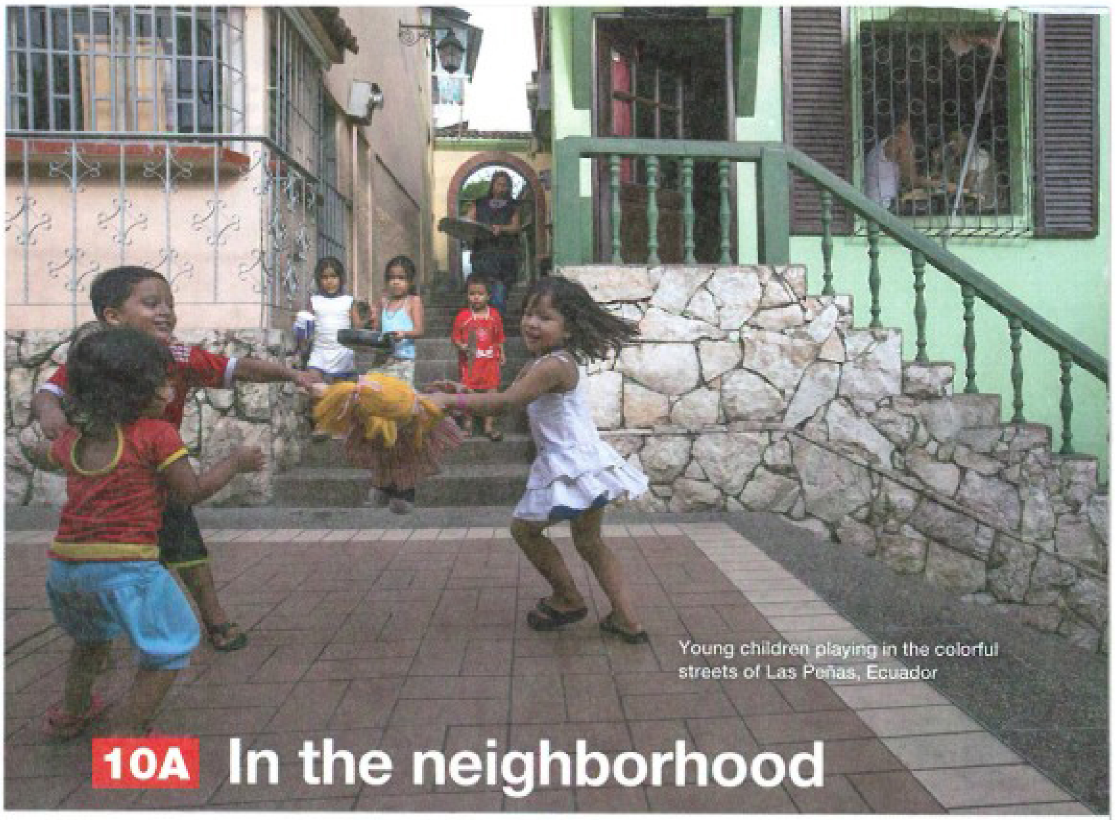
Green is often used to describe something that is environmentally friendly. In this case, a *green space* is a place with greenery and trees and nature, such as a park.

Low crime rate means there is not a lot of crime. The opposite is *high crime rate.*

Reliable public transportation refers to vehicles that don't break down, arrive late, have mechanical problems during the journey, or endanger passengers.

A *vacant building* is empty and unused.

EXTENSION ACTIVITY Ask students to think about why neighborhoods need these positive qualities. Students work in pairs to write a list or make a mind map of what each point brings.



Young children playing in the colorful streets of Las Peñas, Ecuador

10A In the neighborhood

VOCABULARY Qualities of a neighborhood

A Match the words in each set.

1 clean	traffic	5 low	buildings
2 affordable	streets	6 green	crime rate
3 heavy	housing	7 reliable	space
4 friendly	neighbors	8 vacant	public transportation

B Which of the phrases above describe positive qualities of a neighborhood? Which describe negative qualities? Compare with a partner. Are there any you disagree on? Positive qualities: clean streets, affordable housing, reliable public transportation, friendly neighbors, green space, low crime rate Negative qualities: heavy traffic, vacant buildings

C Work with a partner. What are some other qualities of a good neighborhood? A bad neighborhood? Answers will vary

I think a good neighborhood needs a lot of stores nearby.

I agree. And there need to be nice places for young people to hang out.

LISTENING The neighborhood where I grew up

Identifying pros and cons
Taking notes using a chart can help you understand the pros (good points) and cons (bad points) of something.

Craig Albrightson, Pietermaritzburg

A ▶ 10.2 Craig Albrightson is talking about his hometown in South Africa. Watch and circle the topics he mentions.

[✓ green space] crime housing [✓ traffic]
[✓ nightlife] [✓ public transportation] neighbors jobs

B ▶ 10.2 Watch again. Complete the chart with words from **A**. Add any extra details you hear.

Pros	Cons
a lot of green space and fruit trees, good nightlife, traffic isn't heavy,	public transportation isn't good

C **CRITICAL THINKING**

Evaluating Does Albrightson generally like or dislike his neighborhood?
Craig generally likes his neighborhood.

SPEAKING Talking about your neighborhood

A ▶ 10.3 What doesn't speaker B like about her new neighborhood? The heavy traffic

A: I hear you moved to a new place. apartment / house
B: Yeah, I did. I moved last month.
A: So how do you like your neighborhood?
B: Well, it's OK. The streets are really clean and there are a lot of parks nearby, but the traffic is really heavy. stores / restaurants
A: Yeah? Maybe you should take the train.
B: I thought about it, but I heard it's not very reliable.
A: So why don't you buy a bike? It's good exercise. how about buying / why not buy
B: Yeah, that's a good idea. I'll think about it. not a bad idea / a great idea

B Practice the conversation with a partner. Practice again using the words on the right.
Answers will vary

C Think about your neighborhood. What are its pros and cons? Write notes in the chart. Work with a partner. Share what you like and don't like about your neighborhood.

Pros	Cons
Answers will vary	Answers will vary

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LISTENING

A Read **Identifying pros and cons** aloud as students read along. Point out that pros and cons are the same as advantages and disadvantages.

Have students preview the task. Explain that they only need to listen selectively for topics.

▶ 10.2 Play the audio/video and have students circle the words they hear.

B ▶ 10.2 Play the audio/video again. Have students take notes as they listen. Check answers as a class.

Elicit the language that the speaker used to describe each aspect of his neighborhood.

(quiet neighborhood,
a lot of nature and green space,
traffic isn't heavy,
the nightlife is pretty good,
public transportation isn't very good)

C **CRITICAL THINKING** Ask them to give reasons to support their opinions.

SPEAKING

A Ask students to read along as they watch.

▶ 10.3 Play the audio/video.

Elicit reasons why reliable public transportation makes a neighborhood better. *People can get around more easily; People can get to work and school on time.*

B Model the conversation using one set of the alternate options. Have students work in pairs to practice the conversation.

C Have students work individually to write about their neighborhoods. Give students enough time to write at least four points before discussing in pairs.

10B

Nice neighborhoods

LESSON OVERVIEW

Aims: Read an infographic about what people want in a neighborhood; offer suggestions; recommend a neighborhood to live in.

Infographic Summary: The infographic shows that more than anything, people want to live in a safe place. Beyond that, they want access to nature, local jobs, clean air, and a good nightlife.

LANGUAGE FOCUS

A ▶ 10.4 Play the audio as students read along. Then give them additional time to look over the infographic.

Ask students to note which qualities from the infographic their own neighborhoods have.

B Have students preview the task.

▶ 10.5 Play the audio. Check answers as a class. Make sure students understand that each speaker likes more than one place, but the only place they both like is Woodlands.

CHALLENGE Elicit the reasons they give for not wanting to live in the other two areas:

Brentwood: *too far from the office*
Crestview: *too noisy*

C Have students read over the language chart before playing the audio.

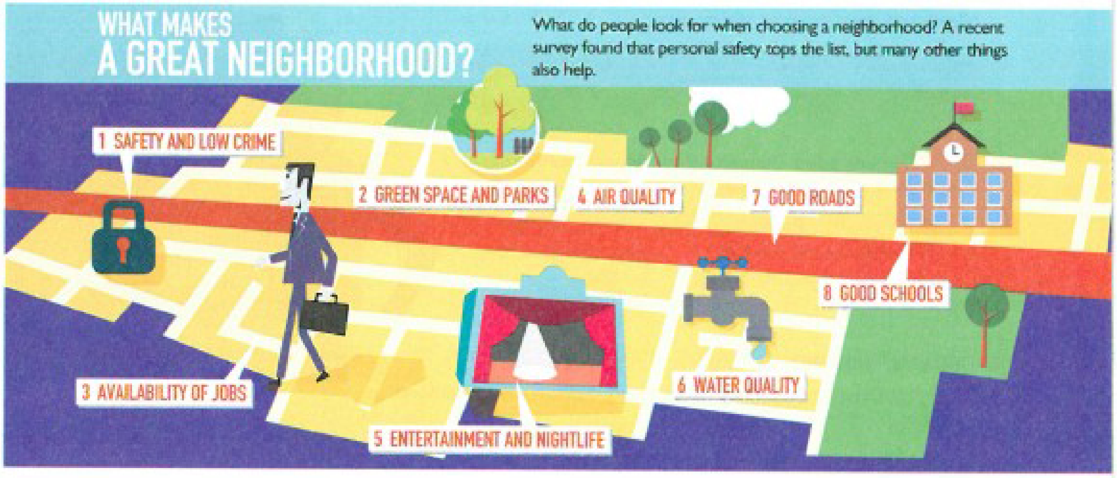
▶ 10.6 Play the audio and have them read along.

▶ 10.6 Play the audio again, stopping to have students repeat. Make sure that students understand that offering a suggestion includes giving advice and/or making a recommendation.

10B Nice neighborhoods

LANGUAGE FOCUS Giving advice and making suggestions

A ▶ 10.4 Read the information. Which things describe your neighborhood? Answers will vary


WHAT MAKES A GREAT NEIGHBORHOOD?

What do people look for when choosing a neighborhood? A recent survey found that personal safety tops the list, but many other things also help.

B ▶ 10.5 A couple are talking about where to move. Watch and check [✓] the neighborhoods that each person likes.

	Brentwood	Crestview	Woodlands
The man		✓	✓
The woman	✓		✓

C ▶ 10.6 Watch and study the language in the chart.

Offering suggestions	
Let's Maybe (we/you) can (We/You) could One thing (we/you) could do is	move to a new neighborhood.
Why don't (we/you) move to a new neighborhood?	
How about moving to a new neighborhood?	
What should (I/we) do?	We/You should live in Crestview. We/You shouldn't move to Woodlands.

For more information on **should** and **shouldn't**, see Grammar Summary 10 on page 158.

Remind students that in Unit 6, they practiced how to offer advice by sharing techniques for coping with stress.

Note that students are introduced to three statements and three questions for making suggestions. Explain that changing a suggestion to a question makes it politer.

D Have students work individually to complete the sentences. Check answers as a class.

Grammar Note

Could and *should* are probably the easiest way to make a suggestion but also the most direct. Explain that *should* sounds more like an order than a suggestion: *You should eat now.* Note that *shouldn't* is used to make a negative suggestion (not *couldn't*): *You shouldn't eat now.*

Turning a suggestion into a question usually makes it politer:
Why don't you eat now?
How about eating now?

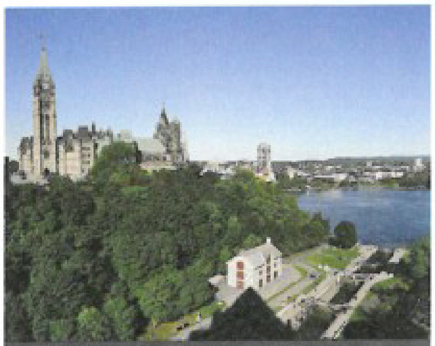
D Match the sentence parts to make suggestions.

1 You should
2 Why don't you
3 How about
4 You shouldn't
5 Let's

walk alone at night. It's not safe.
check out the local nightlife together sometime.
get a bike and use the bike lanes?
planting some flowers to make your yard prettier?
use public transportation so that you can save money.

E ▶ **10.7** Circle the correct words in the conversation. Listen and check your answers.

A: I really like living in Ottawa, but I don't like where we live now.
B: I know what you mean. Well, how about [1](**find** / [✓ **finding**]) a new neighborhood?
A: Yeah. We could [2]([✓ **move**] / **moving**) downtown. The shopping is great there.
B: Yeah, but housing isn't very affordable. Maybe we could [3]([✓ **move**] / **moving**) near the Greenbelt.
A: That's not a bad idea. I have a few friends in that area.
B: Great. Why don't you [4]([✓ **ask**] / **asking**) them what it's like?


The Greenbelt surrounding Ottawa's downtown area

F Complete each suggestion with your own ideas.
Answers will vary

1 **A:** I want to live in a fun, exciting part of the city.
B: You should ________________________________.
2 **A:** I'd love to move to an area with a lot of green space.
B: Maybe you could ________________________________.
3 **A:** I want to find a cheap apartment downtown as quickly as possible.
B: Why don't you ________________________________?

SPEAKING The right neighborhood

Answers will vary

A Read the descriptions below. Three people are moving to your city and are looking for a suitable neighborhood.

John	Makiko	Miguel
"I'm a student, and I'd like a quiet neighborhood with affordable housing. I want to live near the university. It would be nice to have some green space or a park nearby."	"I just started a job in the city, so I'd like to live in a fun neighborhood close to downtown with good public transportation. I want to be close to nice cafés and restaurants."	"I'm an artist and would like to live in an older part of the city. I'd love to find a place with huge rooms for my studio. I don't have much money, so it needs to be affordable."

B Work with a partner. Recommend a neighborhood in your city that would be suitable for each of the people above. Give reasons for your recommendations.

I think John should live in Rochworth. It's quiet, cheap, and near the university.

Good idea. Or maybe he could live in Whitdale. There are a lot of parks.

E Have students work individually to complete the sentences.

▶ **10.7** Play the audio to check answers.

Write on the board:
could + verb
should + verb
shouldn't + verb
How about + *-ing* verb …?

Explain that *How about … ?* requires an *-ing* verb.

F Give students time to work individually. Ask them to make suggestions on where they live or go to school. Have them compare answers with a partner.

EXTENSION ACTIVITY Have students work in pairs. Tell them to go back to **Lesson B** of Unit 6 to revisit the advice they gave each other on coping with stress on page 69. Ask partners to give the advice again, using the new language for making suggestions in the language chart on page 112.

SPEAKING

A Give students time to read and take notes on each person's likes and dislikes.

B Encourage students to use a mind map to organize the information about each speaker before deciding where to recommend. Tell them to focus on the most important points for each person.

Note that students should pick up on the following details:
John wants affordable housing close to school with good public transportation and, if possible, a green space nearby.
Makiko wants a lively neighborhood with a good nightlife and good public transportation.
Miguel wants a big home in a part of the city that is affordable to live in.

Model the conversation with a volunteer.

CHALLENGE Have a class discussion about what part of the city would be best for each person.

EXTENSION ACTIVITY Have students describe their ideal neighborhood and have partners make polite suggestions.

10C

Reshaping a city

LESSON OVERVIEW

Aims: Read and comprehend an article about Theaster Gates; understand purpose.

Target Vocabulary: blocks, decline, location, renovate, resident, stage

Reading Summary: Artist Theaster Gates experienced firsthand the decline of the neighborhood he grew up in on the South Side of Chicago and decided to do something about it. After buying an abandoned building, which he renovated into an art space, he ended up leading a project of multiple renovations that transformed his neighborhood into a cultural hub for his community.

PRE-READING

Have students look at the title, picture, and caption. Then have them read the first paragraph. Check answers as a class.

Language Note

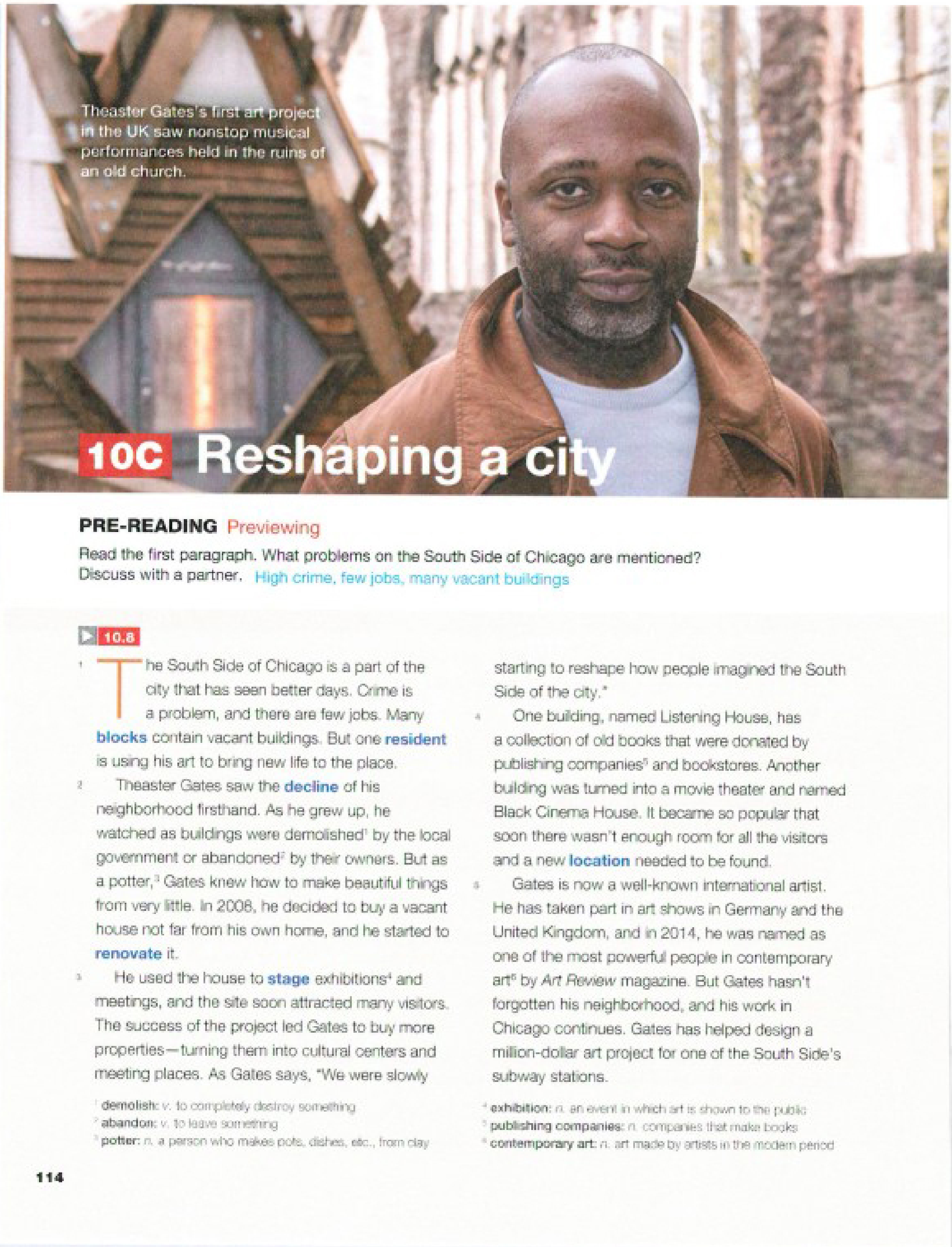
The phrase *has seen better days* is used when something that used to be in better shape is now run down.

A *cultural center* is a place where people gather for art events, such as book readings, concerts, art exhibitions, shows, etc.

A *cinema* is where movies are shown. It is also called a *movie theater*.

Content Note

The city of Chicago is divided by the Chicago River into three main areas: the South Side, the North Side, and the West Side. The South Side is generally known for being a poor area with a high crime rate; however, not all parts of the South Side fit this description. Gates's project has focused on the Greater Grand Crossing neighborhood in Chicago's South Side.



Theaster Gates's first art project in the UK saw nonstop musical performances held in the ruins of an old church.

10C Reshaping a city

PRE-READING Previewing

Read the first paragraph. What problems on the South Side of Chicago are mentioned? Discuss with a partner. High crime, few jobs, many vacant buildings

10.8

1 The South Side of Chicago is a part of the city that has seen better days. Crime is a problem, and there are few jobs. Many **blocks** contain vacant buildings. But one **resident** is using his art to bring new life to the place.

2 Theaster Gates saw the **decline** of his neighborhood firsthand. As he grew up, he watched as buildings were demolished[1] by the local government or abandoned[2] by their owners. But as a potter,[3] Gates knew how to make beautiful things from very little. In 2008, he decided to buy a vacant house not far from his own home, and he started to **renovate** it.

3 He used the house to **stage** exhibitions[4] and meetings, and the site soon attracted many visitors. The success of the project led Gates to buy more properties—turning them into cultural centers and meeting places. As Gates says, "We were slowly starting to reshape how people imagined the South Side of the city."

4 One building, named Listening House, has a collection of old books that were donated by publishing companies[5] and bookstores. Another building was turned into a movie theater and named Black Cinema House. It became so popular that soon there wasn't enough room for all the visitors and a new **location** needed to be found.

5 Gates is now a well-known international artist. He has taken part in art shows in Germany and the United Kingdom, and in 2014, he was named as one of the most powerful people in contemporary art[6] by *Art Review* magazine. But Gates hasn't forgotten his neighborhood, and his work in Chicago continues. Gates has helped design a million-dollar art project for one of the South Side's subway stations.

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[1] **demolish:** *v.* to completely destroy something
[2] **abandon:** *v.* to leave something
[3] **potter:** *n.* a person who makes pots, dishes, etc., from clay
[4] **exhibition:** *n.* an event in which art is shown to the public
[5] **publishing companies:** *n.* companies that make books
[6] **contemporary art:** *n.* art made by artists in the modern period

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UNDERSTANDING PURPOSE

Have students work individually to read the passage and answer the questions. Then have them check their answers in pairs.

Elicit the overall purpose of the reading passage. (to introduce Gates and his project) Explain that the purpose of each paragraph plays a role in supporting the overall purpose of the passage.

If time permits, write each paragraph's purpose in the order that it appears in the passage. Draw an arrow between each purpose to highlight flow of ideas from one paragraph to the next. Explain that writing in English follows a logical organization. Ask students how the ideas in the passage are presented in a logical order. (each idea expands on and supports the next)

UNDERSTANDING PURPOSE

Read the passage. Match each paragraph with its purpose.

Paragraph 1	explains why Gates started his first renovation project.
Paragraph 2	describes how Gates's first project led to more.
Paragraph 3	introduces and describes Chicago's South Side.
Paragraph 4	gives examples of two of Gates's projects in Chicago.
Paragraph 5	describes how Gates continues to work in Chicago despite international fame.

UNDERSTANDING DETAILS

Are the following statements true, false, or not given according to the passage? Circle **T** for true, **F** for false, or **NG** for not given.

1 Theaster Gates grew up in Chicago. [✓ T] F NG
2 The first house Gates renovated was near his home. [✓ T] F NG
3 Listening House is much bigger than Black Cinema House. T F [✓ NG]
4 Few people visited Black Cinema House. T [✓ F] NG
5 Gates has had art shows in Europe. [✓ T] F NG
6 Gates continues to work in Chicago. [✓ T] F NG

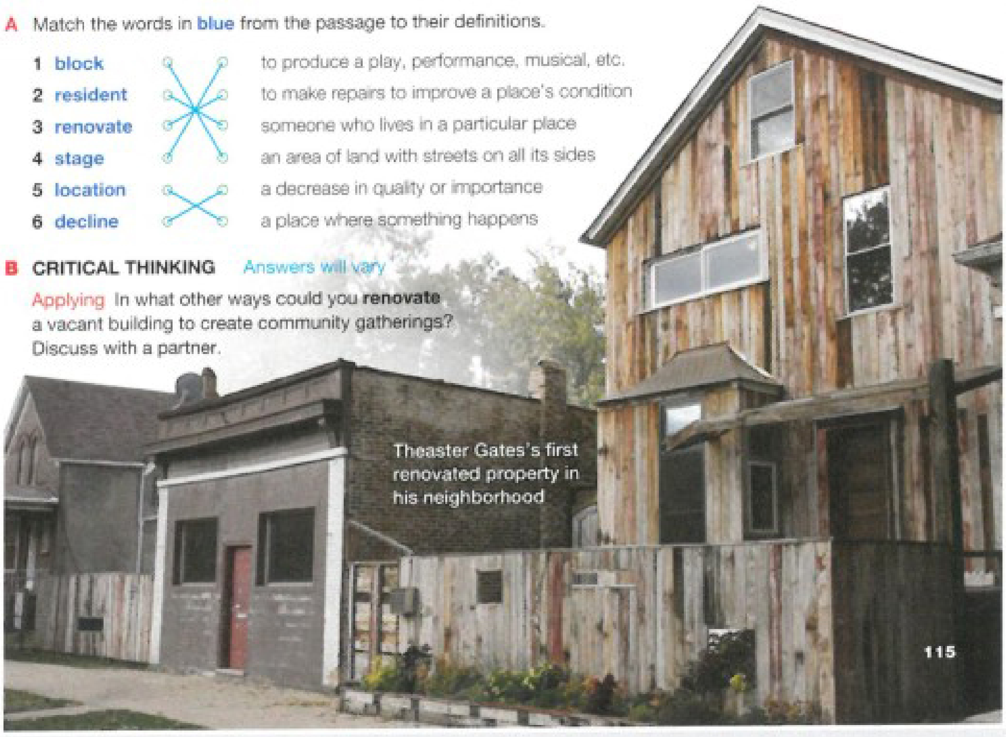
BUILDING VOCABULARY

A Match the words in blue from the passage to their definitions.

1 **block**	to produce a play, performance, musical, etc.
2 **resident**	to make repairs to improve a place's condition
3 **renovate**	someone who lives in a particular place
4 **stage**	an area of land with streets on all its sides
5 **location**	a decrease in quality or importance
6 **decline**	a place where something happens

B **CRITICAL THINKING** Answers will vary

Applying In what other ways could you **renovate** a vacant building to create community gatherings? Discuss with a partner.



Theaster Gates's first renovated property in his neighborhood

UNDERSTANDING DETAILS

Have students work individually. Tell students to go back to the passage to check the details. Explain that *NG* means that the information is not given in the passage.

Check answers as a class. Elicit how to make each false statement true.

CHALLENGE Ask students to work in pairs to reword the following quotes from the passage. Write on the board:

"But as a potter, Gates knew how to make beautiful things from nothing." (line 10)

"We were slowly starting to reshape how people saw the South Side of Chicago." (line 19)

Language Note

When you *see something firsthand*, it means that you witness it. When you *experience something firsthand*, it means that you do something or have it happen to you. Note that in the passage, the sentence following lines 7–8 describes what *seeing firsthand* means. Point out to students how writers sometimes explain unknown terms after using them. Note that this is similar to the presentation skill of paraphrasing that students will be introduced to in **Lesson D**.

The noun *property* is a general term used in real estate to describe land or a building that is being bought. If someone *has property*, it usually means he or she owns it.

BUILDING VOCABULARY

A Have students work individually. Have them check answers in pairs.

Note that *stage* is a verb in the passage. Elicit example sentences for each meaning. See **Language Note** above.

B **CRITICAL THINKING** Read the question aloud as students read along. Tell students to think of a building they know that could be renovated. Ask them how it could be used to bring the community together.

Have each pair present their best idea to the class. Write on the board:

We think a good idea would be to make a ... for the community.

EXTENSION ACTIVITY Have students work in pairs or small groups. Assign each one a building at Gates's Dorchester Projects: Stony Island Arts Bank, Black Cinema House, Dorchester Art and Housing Collaborative, Archive House, Listening House. Tell them to go to Rebuild's website and search for more information and images of their building. Then have groups present about their buildings to the class. Ask them to find answers to the questions: *What was the building before? What does it look like now? How is it used now?*

10D

How to revive a neighborhood

LESSON OVERVIEW

Aims: Watch and understand a talk about a transformative change to a neighborhood; practice paraphrasing key points.

Target Vocabulary: abandoned, reshape, tackle

TED Talk Summary: Theaster Gates shares how he realized that his artistic practice could be applied to his community through renovating abandoned buildings. One renovated house turned into a project involving multiple buildings, and at the end, his neighborhood grew into a hub for cultural events on Chicago's South Side. Gates started with the intention of making one abandoned building into a beautiful space, and from this first step, he has been able to reshape the community that he lives in by creating positive, uplifting change.

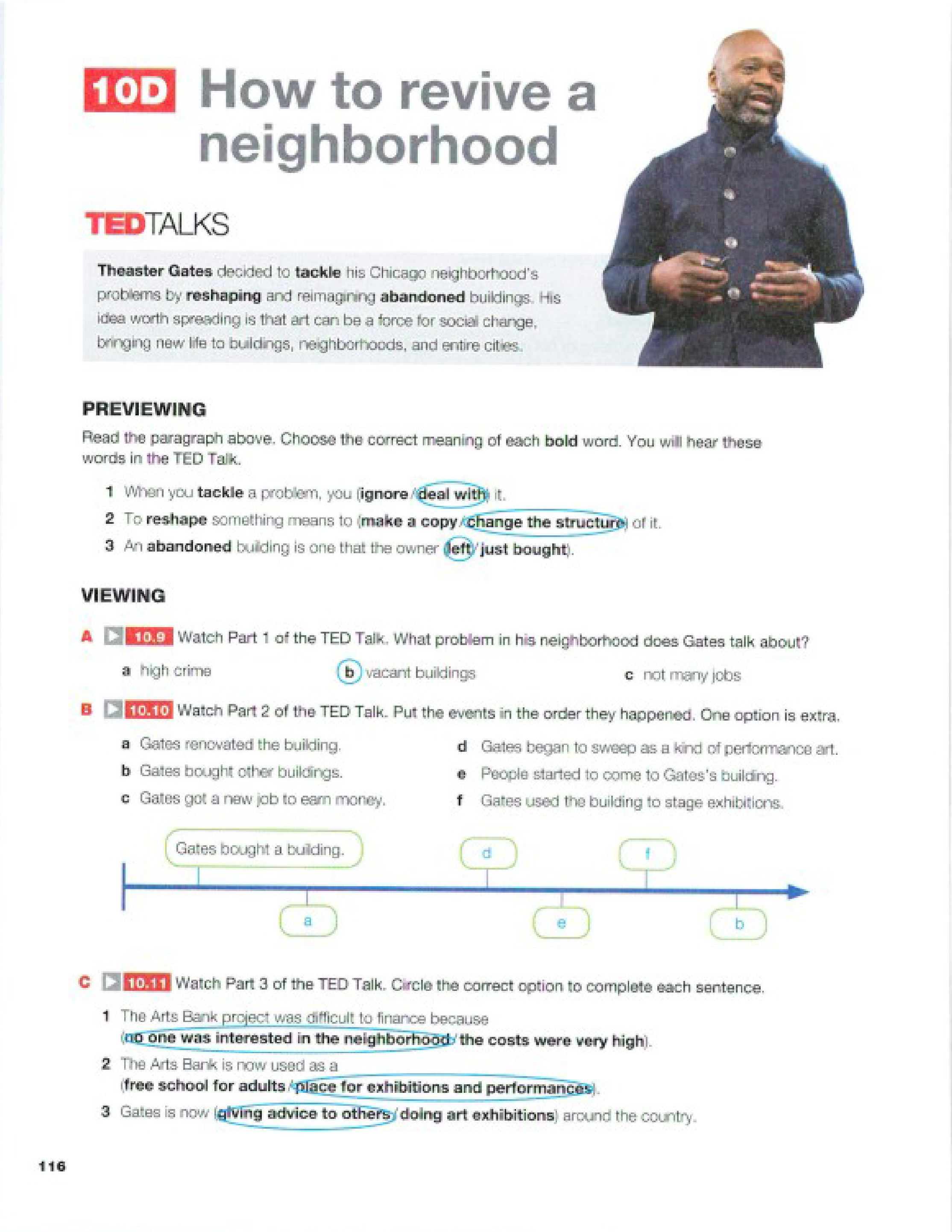
PREVIEWING

Read the paragraph aloud as students read along. Have students work individually. Note that at this point in the lesson, students already have a lot of background information about Gates and his project. Check answers as a class. Ask students to also define the term *reimagining*.

VIEWING

A Have students preview the task. Point out that students should practice listening selectively to find the answer. Note that it's likely that all three points were problems in Gates's neighborhood, but he only mentions vacant buildings.

10.9 Play Part 1 of the TED Talk. Check answers as a class.



10D How to revive a neighborhood

TEDTALKS

Theaster Gates decided to **tackle** his Chicago neighborhood's problems by **reshaping** and reimagining **abandoned** buildings. His idea worth spreading is that art can be a force for social change, bringing new life to buildings, neighborhoods, and entire cities.

PREVIEWING

Read the paragraph above. Choose the correct meaning of each **bold** word. You will hear these words in the TED Talk.

1 When you **tackle** a problem, you (**ignore** / [✓ **deal with**]) it.
2 To **reshape** something means to (**make a copy** / [✓ **change the structure**]) of it.
3 An **abandoned** building is one that the owner ([✓ **left**] / **just bought**).

VIEWING

A **10.9** Watch Part 1 of the TED Talk. What problem in his neighborhood does Gates talk about?

a high crime [✓ **b**] vacant buildings **c** not many jobs

B **10.10** Watch Part 2 of the TED Talk. Put the events in the order they happened. One option is extra.

a Gates renovated the building.
b Gates bought other buildings.
c Gates got a new job to earn money.
d Gates began to sweep as a kind of performance art.
e People started to come to Gates's building.
f Gates used the building to stage exhibitions.

Gates bought a building.
a
d
e
f
b

C **10.11** Watch Part 3 of the TED Talk. Circle the correct option to complete each sentence.

1 The Arts Bank project was difficult to finance because ([✓ **no one was interested in the neighborhood**] / **the costs were very high**).
2 The Arts Bank is now used as a (**free school for adults** / [✓ **place for exhibitions and performances**]).
3 Gates is now ([✓ **giving advice to others**] / **doing art exhibitions**) around the country.

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CHALLENGE Write on the board: *the problem of blight*. Have students watch again. Ask them what they think this problem is that Gates helped solve in his neighborhood. Elicit ideas from students. Note that urban blight is a common problem in impoverished, inner city neighborhoods.

B Have students read the events before watching the video. Tell students to put the events in order as they hear Gates retell the story.

10.10 Play Part 2 of the TED Talk. Play the check-your-answers part of the video.

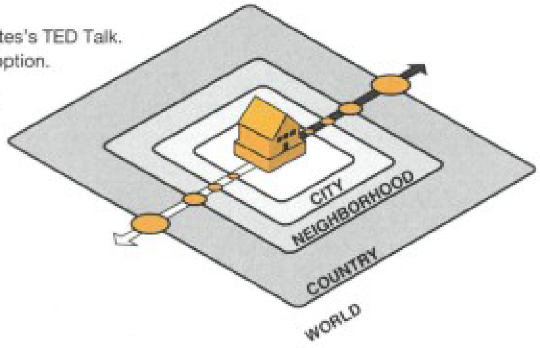
C Have students preview the task. Remind them they saw Gates talk about the Arts Bank in **Warm Up**, and learned more about the building in the reading passage in **Lesson C**.

10.11 Play Part 3 of the TED Talk. Then play the check-your-answers part of the video.

D CRITICAL THINKING

Interpreting Look at the diagram from Gates's TED Talk. What does it show? Choose the correct option.

a how Gates's project faced difficulties
[✓ b] how Gates's project grew in size
c how news about Gates's block spread



VOCABULARY IN CONTEXT

▶ 10.12 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.b 2.a 3.c 4.b

PRESENTATION SKILLS Paraphrasing key points

When giving a presentation, speakers often paraphrase their key points to make sure their audience understands. When you paraphrase, you repeat the same point but use different words.

A ▶ 10.13 Watch part of Theaster Gates's TED Talk. Complete the sentence with the words you hear. Notice how Gates paraphrases his key point.

"In some ways, it feels very much like I'm a potter, that we tackle the things that are at our wheel, we __try__ with the __skill__ that we have to think about this next bowl that I want to make."

B Match the phrases below to make sentences from Gates's TED Talk.
▶ 10.14 Watch the excerpt to check your answers.

1 "It was dirt. It was nothing.
2 "We tricked it out.
3 "We brought some heat,
4 "how to start with what you got,

a how to start with the things that are in front of you."
b It was nowhere."
c We made it as beautiful as we could."
d ... we kind of made a fire."

C Write a sentence to paraphrase each of the points below. Compare your ideas with a partner. Answers will vary

1 The most important thing about a neighborhood is safety.

2 My neighborhood is really green.

Note that students might get confused when Gates says "banks weren't interested" in the Arts Bank. Explain that he is talking about two different banks here: the abandoned bank building that becomes the Arts Bank, as well as the actual bank that he tried to get a loan from for the renovation.

D CRITICAL THINKING Have students work in pairs to interpret the diagram. Ask students to think of an alternate way to illustrate the same point. Have pairs share their ideas with the class.

Language Note

To *reimagine* something means to give it new meaning or new purpose.

The term *gated community* refers to a housing development that is closed off by a gate so that only the people who live there can enter. To live in a *gated community* has become a symbol of wealth. Note that Gates is saying that his community in Chicago, is the opposite of this.

Content Note

The *problem of blight* that Gates speaks about refers to the large number of abandoned and dilapidated buildings in inner cities. It is also referred to as *urban blight* or *urban decay. Urban blight* specifically refers to communities that have fallen into disrepair that were once thriving and functioning well. While urban blight is often a result of poverty and neglect, it can also be due to a population decline in a community. In the case of Gates's community, high crime rate and poverty were contributing factors.

VOCABULARY IN CONTEXT

▶ 10.12 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the information aloud as students read along. Make sure students understand that *paraphrase* means to say something another way. Give students time to read the paragraph.

▶ 10.13 Play the video. Check answers as a class.

B Explain that each of the sentences contains a paraphrase.

▶ 10.14 Play the video. Check answers as a class. Make sure that students understand that speakers paraphrase to clarify what they are saying, as well as to emphasize.

C Tell students that they can reword the sentence as well as give examples since both are ways to paraphrase.

EXTENSION ACTIVITY Have students go back to page 113 of **Lesson B** and use the descriptions in **Speaking A**. Ask them to choose one description and add paraphrasing. Have students work alone to add the paraphrasing, then read their paragraphs to a partner.

10E

A better neighborhood

LESSON OVERVIEW

Aims: Practice describing steps; write a suggestion.

COMMUNICATE

A Read the instructions aloud. Make sure students understand that their job is to look at the map of the town and find places that need improvement.

Tell them to study the map to identify the causes and think about solutions.

If necessary, elicit or explain the meaning of *dull*.

B Divide the class into groups of three or four. Tell them to offer at least one solution. Explain that students should write notes and draw their changes on the map.

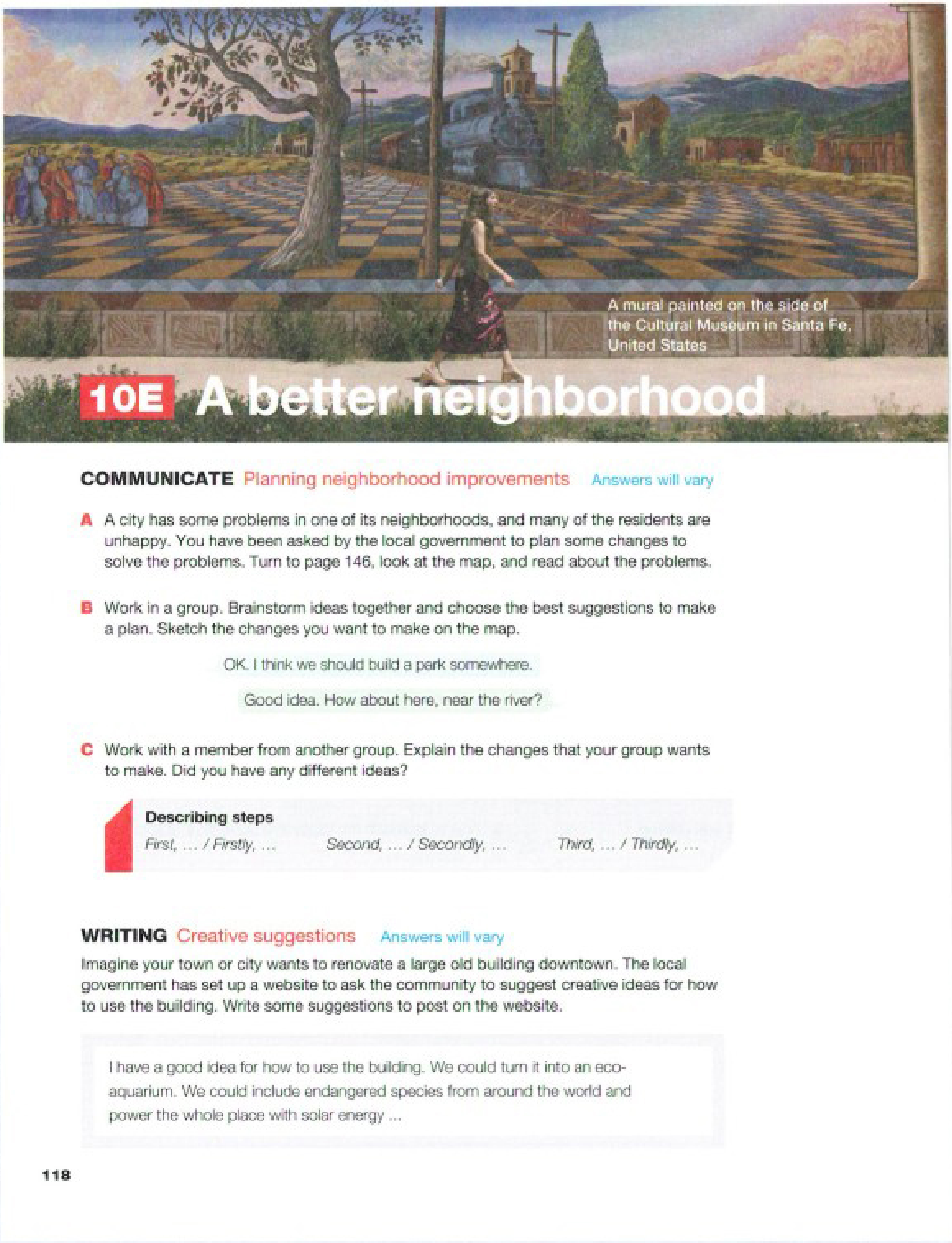
Model the conversation with a volunteer. Point out how the speakers build on each other's ideas. Encourage groups to brainstorm together in a similar fashion.

Draw students' attention to the box with phrases for **Describing Steps**. Explain that describing steps is similar to describing a process, which students learned about in Unit 6.

CHALLENGE Have all groups also consider the pros and cons of each solution when making their plans.

C Have students work in pairs to share their group's idea. Tell them that each partner should take turns talking before the other responds.

Ask pairs to compare the solutions that their groups came up with: What's the same? What's different?



A mural painted on the side of the Cultural Museum in Santa Fe, United States

10E A better neighborhood

COMMUNICATE Planning neighborhood improvements Answers will vary

A A city has some problems in one of its neighborhoods, and many of the residents are unhappy. You have been asked by the local government to plan some changes to solve the problems. Turn to page 146, look at the map, and read about the problems.

B Work in a group. Brainstorm ideas together and choose the best suggestions to make a plan. Sketch the changes you want to make on the map.

OK. I think we should build a park somewhere.

Good idea. How about here, near the river?

C Work with a member from another group. Explain the changes that your group wants to make. Did you have any different ideas?

Describing steps

First, … / Firstly, … *Second, … / Secondly, …* *Third, … / Thirdly, …*

WRITING Creative suggestions Answers will vary

Imagine your town or city wants to renovate a large old building downtown. The local government has set up a website to ask the community to suggest creative ideas for how to use the building. Write some suggestions to post on the website.

I have a good idea for how to use the building. We could turn it into an eco-aquarium. We could include endangered species from around the world and power the whole place with solar energy …

WRITING

Have students review the language chart on page 112 in **Lesson A**. Remind students that they talked about renovating a building in **Lesson C**, **Critical Thinking**.

Tell students to think about community outreach programs that would be helpful for the whole community and to think of other types of gatherings that could benefit a whole community.

Read the example aloud. Point out that it is written directly to the community.

EXTENSION ACTIVITY Ask students to plan a renovation for a building nearby. Tell them to make it a place for students to gather and decide on the building's new purpose and to describe the steps of the renovation. Ask pairs to share their plans with the class.

11 Picture Perfect

“I’m here to share my photography. Or is it photography?”

Erik Johansson
Photographer, TED speaker

UNIT GOALS

In this unit, you will …

- talk about and describe photographs.
- read about some incredible photographs.
- watch a TED Talk about a different kind of photography.

WARM UP

▶ 11.1 Watch part of Erik Johansson’s TED Talk. Answer the questions with a partner.

1 Describe the image the speaker shows.
Answers will vary
2 Johansson asks, “Is it photography?” What do you think? Is it?
Answers will vary

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11

Picture Perfect

WARM UP

Have students look over the picture, caption, and quote on the page. If necessary, elicit the meaning of *photography*.

▶ 11.1 Play the video.

For question 1, tell students to use adjectives to describe the image that they see in the video. Elicit descriptive words from students. Write them on the board. Then ask them to raise their hands if they do **not** agree with all the words on the board. Point out that art is an area where opinions can vary greatly.

For question 2, tell students that the name of Johansson’s TED Talk is Impossible Photography. Ask students to work in pairs to discuss whether it is photography or not. Note that Johansson gives a basic definition of *photography* as a picture made by a camera.

CHALLENGE Elicit a more detailed class discussion about what makes something photography or not. Write a mind map on the board of students’ ideas. Ask students to talk about whether photograph is art or not.

EXTENSION ACTIVITY Have students work in pairs to go online to view more of Johansson’s photo art. Ask them to choose one that they like and talk about it with a partner. Tell students to talk about what they like about the picture, what they don’t like, and how it makes them feel.

UNIT GOALS

The unit focuses on the changes happening in the art of photography due to digital advancements. Students will be asked to express their opinions about various photos and ask and listen to the opinions of others. By the end of the unit, students will be able to discuss photos in detail. Note the TED Talk chosen for this unit is a subjective one, and not all students will agree with Johansson’s opinions about art.

TED Speaker

Erik Johansson is a photographer known for creating striking images by combining and layering pictures.

TED Talk Summary

Johansson takes regular photographs and transforms them into a form of thought-provoking art by using digital technology. By combining multiple photos into one, his images become more like a painting than a record of something or somewhere.

Idea Worth Spreading

Photography is a form of art that can create illusions and communicate ideas.

11A

Snapshots

LESSON OVERVIEW

Aims: Talk about an image; listen for opinions.

Target Vocabulary: background, beautiful, camera, landscape, picture, shape, weird

VOCABULARY

A Explain that the word web/mind map on page 120 is a good way to organize new vocabulary. Point out that each circle is a different category, and the words are listed underneath.

Have students work individually to complete the mind map.

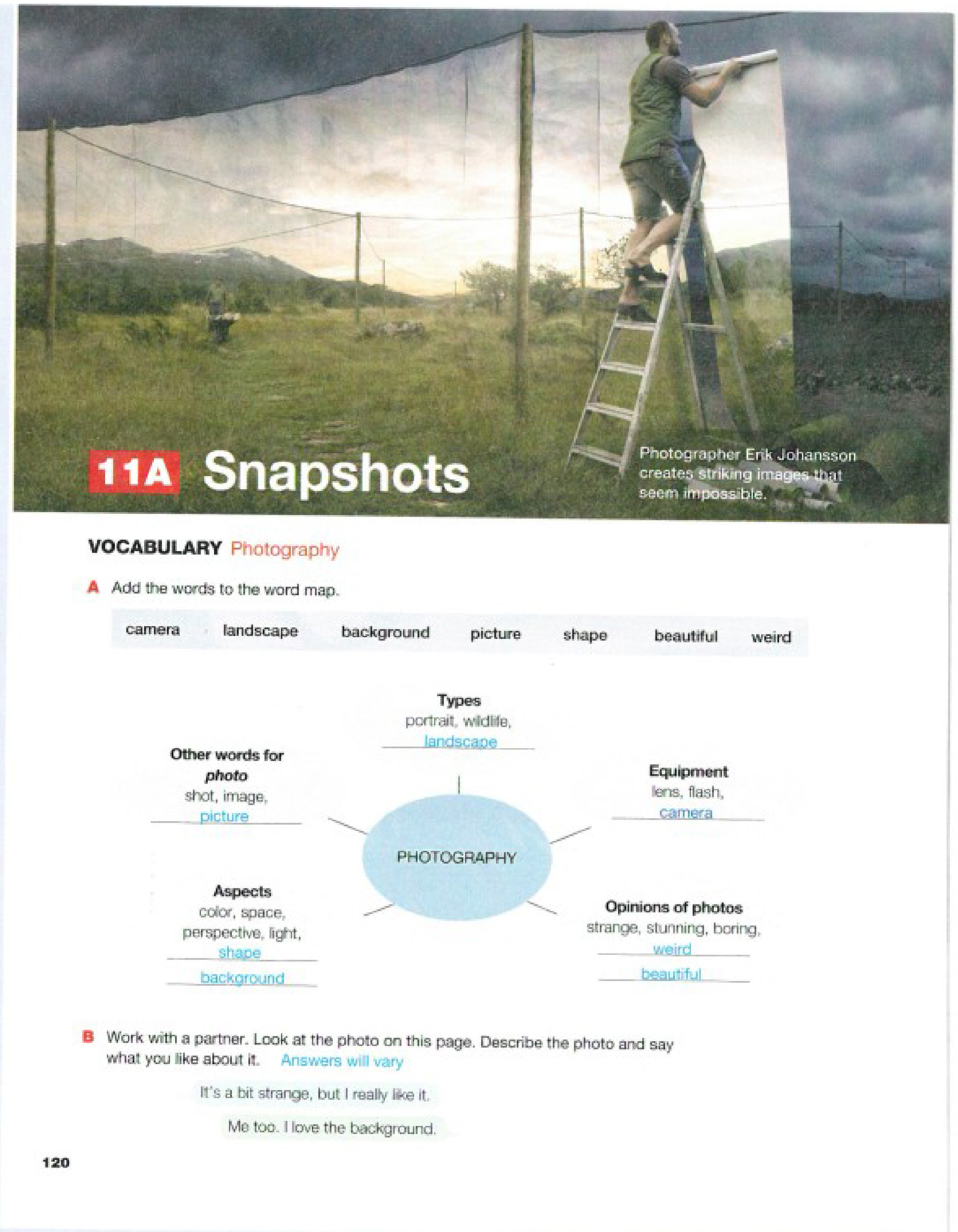
Draw students' attention to the *Other words for photo* category. Encourage students to use these four words interchangeably during their many discussions during the unit.

Note that the category *Aspects* refers to features of a photograph.

Point out that for *Opinions of photos*, both positive and negative adjectives are given. Explain that the adjective *strange* is slightly negative, but can also be used when we are uncertain if we like something. Note that *boring* is a strongly negative adjective. Elicit some additional adjectives for expressing opinions about photographs to add to the word web. Possibilities include:

Positive: *inspiring, exciting, surreal*
Negative: *dull, odd, confusing, uninspired*
Neutral: *unique, dark, unusual*

CHALLENGE Have students work in pairs to give additional words for every category.



11A Snapshots

Photographer Erik Johansson creates striking images that seem impossible.

VOCABULARY Photography

A Add the words to the word map.

camera landscape background picture shape beautiful weird

PHOTOGRAPHY

Types
portrait, wildlife,
landscape

Equipment
lens, flash,
camera

Opinions of photos
strange, stunning, boring,
weird
beautiful

Aspects
color, space,
perspective, light,
shape
background

Other words for *photo*
shot, image,
picture

B Work with a partner. Look at the photo on this page. Describe the photo and say what you like about it. Answers will vary

It's a bit strange, but I really like it.

Me too. I love the background.

B Draw students attention to the photo on page 120. Encourage them to read the caption. Note that this is another photo by the unit's TED speaker, Eric Johansson

Model the conversation aloud. Tell students to use the adjective list they brainstormed to share their impressions.

Language Note

For the noun categories in the mind map, some additional possibilities include:

Types: *nature, wildlife, fashion and beauty, travel, black-and-white, time lapse*
Equipment: *tripod, zoom lens, flash card, photo editing software, selfie stick*
Aspects: *contrast, shadow, resolution*

Note that it might also be useful for students to have some verbs to talk about taking pictures. Some suggestions of verbs: *photograph, take a picture/photograph, snap a picture, shoot a picture, get a shot/snap of.*

LISTENING My perfect photo

Listening for opinions
When you listen for a speaker's opinion, listen for verbs like *think*, *believe*, *feel*, *seems*, and for expressions like *to me* and *in my opinion*.

Hannah Reyes

A ▷ 11.2 Hannah Reyes is a travel photographer from the Philippines. Watch and check the things she says are important when taking a photo.

- ☐ using the right equipment
- ☑ being in the right place
- ☑ understanding light

B ▷ 11.2 Watch again. What's her favorite photo? Why does she like it? The photo of the children swimming. She likes it because it shows how lovely her country is.

C **CRITICAL THINKING**

Personalizing What things do you consider when taking a photo? Discuss with a partner.

SPEAKING Giving your opinion

A ▷ 11.3 A man and a woman are talking about the photo on page 120. Which person likes it more? Person A

A: Hey, look at this picture. image / photo
B: Wow! That's pretty cool.
A: It's really unusual, isn't it? strange / weird
B: Yeah.
A: I love the colors and the use of space. background / perspective
B: Yeah. But I think anyone can make a picture like this with a computer.
A: I don't think so. I think you still need real talent. In my opinion, / To me,
B: I know what you mean. But I find real photos more interesting.

B Practice the conversation with a partner. Practice again using the words on the right. Answers will vary

C Work with a group. Find a photo you like on your phone. Describe the photo and say what you like about it. Use the words on page 120. Answers will vary

I like this photo. I took it a few weeks ago in the park. I like the colors and the light.

Yeah, it's beautiful.

LISTENING

A Remind students about listening selectively. Point out that they will hear the speaker give her opinions as well, but right now they only need to listen for the topics she talks about, not her attitude about each.

▷ 11.2 Play the audio/video and have students check the correct options as they watch.

Read **Listening for opinions** aloud as students read along. Note that when we share our own opinions in a direct fashion, we almost always use the subject *I*. Write on the board:

I think …
I believe …
I feel …

Explain that *it seems* is useful when you want to be less direct: *It seems* … Explain that *that* can be added optionally before the sentence: *I think that it's a nice picture.*

B ▷ 11.2 Play the audio/video again. Check answers as a class. Elicit the words the speaker uses to give her opinion.

C **CRITICAL THINKING** Tell students to share their personal opinions about what makes a good photo.

SPEAKING

A Ask students to read along as they watch.

▷ 11.3 Play the audio/video.

Point out that the speakers are friends who are casually sharing their opinions. Elicit the suggestions that the friend makes.

B Model the conversation aloud with a volunteer using one set of the alternate word options. Have students work in pairs to practice the conversation. Make sure they alternate between A and B roles.

C Divide the class into groups of three or four. Give students less than a minute to find a photo on their phone to share with their group. If necessary, give them another minute to write notes about what they want to say about the picture.

Point out that group members should offer a reaction after someone talks about a photo.

11B

What's your opinion?

LESSON OVERVIEW

Aims: Read an infographic about edited photos; ask and give opinions; talk about photographs.

Infographic Summary: The infographic shows how to identify if a photo is fake or real. Four points are given to check if a picture has been digitally altered or not.

LANGUAGE FOCUS

A ▶ 11.4 Play the audio/video as students read along. Then give them additional time to look over the infographic. If necessary, elicit or explain the meaning of *real* and *digitally altered*.

Have students discuss in pairs before checking answers as a class. Ask students how the information in the infographic might be helpful to them.

B Have students look at the picture.

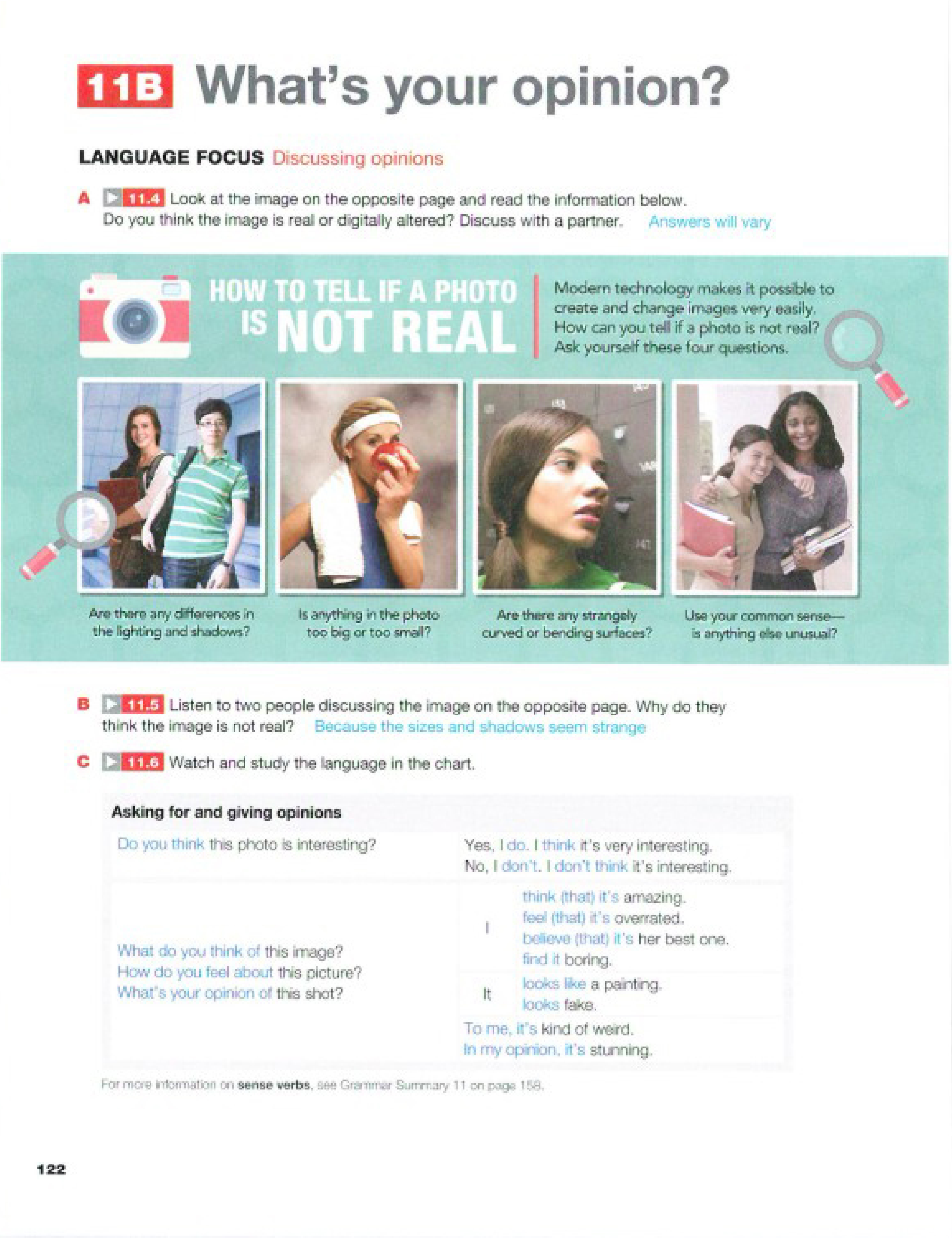
▶ 11.5 Play the audio/video. Elicit the reasons that the speaker gives why the photo can't be real. (*shadows, sizes*)

C Have students read over the language chart before playing the audio.

Point out that students have been offering opinions at times in the textbook so far. Tell them that the language in the chart will give them a variety of ways to continue to do this.

▶ 11.6 Play the audio and have them read along while studying the chart.

Note the difference in directness when the subject is *I* versus *It*. Direct students to page 158 for more information.



11B What's your opinion?

LANGUAGE FOCUS Discussing opinions

A ▶ 11.4 Look at the image on the opposite page and read the information below. Do you think the image is real or digitally altered? Discuss with a partner. Answers will vary

HOW TO TELL IF A PHOTO IS NOT REAL

Modern technology makes it possible to create and change images very easily. How can you tell if a photo is not real? Ask yourself these four questions.

Are there any differences in the lighting and shadows?

Is anything in the photo too big or too small?

Are there any strangely curved or bending surfaces?

Use your common sense—is anything else unusual?

B ▶ 11.5 Listen to two people discussing the image on the opposite page. Why do they think the image is not real? Because the sizes and shadows seem strange

C ▶ 11.6 Watch and study the language in the chart.

Asking for and giving opinions

Do you think this photo is interesting?	Yes, I do. I think it's very interesting. No, I don't. I don't think it's interesting.	
What do you think of this image? How do you feel about this picture? What's your opinion of this shot?	I	think (that) it's amazing. feel (that) it's overrated. believe (that) it's her best one. find it boring.
	It	looks like a painting. looks fake.
	To me, it's kind of weird. In my opinion, it's stunning.	

For more information on **sense verbs**, see Grammar Summary 11 on page 158.

Language Note

Opinions can be given in a direct or indirect manner. Language such as *I think, I feel,* and *I believe* is very direct, while *It looks like* is indirect.

Note that while the phrases *To me* and *In my opinion* sound direct, they are often used to introduce some doubt or room for opposing views. When someone prefaces an opinion with *For me ...*, they are communicating that they understand that the listener might have a different opinion. These terms help the speaker sound respectful while disagreeing.

Note that while both *look* and *look like* refer to the appearance of something, the verb *look* is usually followed by an adjective (*It looks good; She looks hungry; You look tired.*) while *looks like* takes an object that is a noun or noun phrase (*It looks like a real tree; She looks like her sister.*).

D Complete the questions and answers using the words in parentheses.

1 A: (how / feel / this picture) How do you feel about this picture?

B: (think / gorgeous) I think it's gorgeous.

2 A: (what / think / this landscape) What do you think of this landscape?

B: (find / a little boring) I find it a little boring.

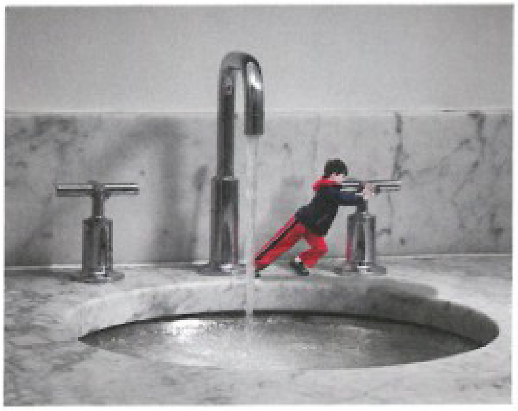
3 A: (what / opinion / this portrait) What's your opinion of this portrait?

B: (not / believe / real) I don't believe it's real.

4 A: (do / this picture / weird) Do you think this picture is weird?

B: (yes / seems / strange) Yes, I do. It seems strange.

E ▶ **11.7** Complete the information. Circle the correct words. Listen and check your answers.



Look at the picture on the right of what ^{1}(**looks** / [✓ **looks like**]) a giant sink. What ^{2}(**are you** / [✓ **do you**]) think? Is it real or digitally altered?

At first glance, the image ^{3}([✓ **looks**] / **looks like**) quite realistic. But take a closer look at the shadows and lighting, and you'll probably ^{4}([✓ **feel**] / **look**) that something is not quite right.

With today's technology, it's not difficult to create a photo like this one and make people believe ^{5}([✓ **that**] / **like**) it's real. This image was made by combining two simple photos—one of a young boy and one of a bathroom sink. The sink ^{6}([✓ **looks**] / **looks like**) huge when compared to the size of the boy.

F Write your opinions. Then compare with a partner. Answers will vary

1 What do you think of the picture on page 88? ______.

2 How do you feel about the photo on page 98? ______.

3 What's your opinion of the photo on page 110? ______.

SPEAKING Is it real?

A Turn to page 147 and look at the two photos. One is digitally altered, and one is real. Use the tips on page 122 to figure out which one is real. Photo A is real; Photo B is fake

B Discuss your ideas with a partner. Do you both agree? Answers will vary

I think this one is real and this one is digitally altered.

Why do you think so? It looks real to me.

D Have students work individually to complete the questions and answers. Check answers as a class.

Note that item 4 is a good example of agreeing with someone by paraphrasing what they've said. Both *weird* and *strange* mean the same thing, so the speakers are using synonyms to agree with each other.

E Have students work individually to complete the information.

▶ **11.7** Play the audio/video to check answers. Go over the difference between using *it looks* and *it looks like*.

F Give students enough time to work individually to write their opinions. Then have them compare with a partner. Ask students to raise their hands if they and their partners disagreed on anything.

CHALLENGE Have students share with the class what they and their partner agreed or disagreed on.

SPEAKING

A Give students enough time to look at both photos. Tell them to write any notes about why the picture might be real or fake.

B Tell partners to first tell each other whether they think the picture is real or fake. Then ask them to go through each of the points in the infographic to discuss the picture in more detail.

Model the conversation with a volunteer. Remind students to use the phrases in the language chart to offer opinions.

CHALLENGE Have a class discussion about the photos. Elicit opinions about why each is fake or real.

EXTENSION ACTIVITY Have students go online to find a portrait of a celebrity in a magazine. Ask pairs to evaluate the photo to try to decide what has been changed. Have each pair meet with another pair to present their photos and opinions about how it's been altered. Ask for the other pairs to say if they agree or not and to offer their opinions as well.

11C

Unreal images of nature

LESSON OVERVIEW

Aims: Read and comprehend an article about two unusual photographs; understand main idea and details.

Target Vocabulary: amateur, capture, dawn, enhance, shadow

Reading Summary: The author discusses the two photographs on pages 124 and 125. Each illustrates a trick of the eye, or optical illusion: what the viewer first sees is not what is actually in the picture. Both illusions are explained in the passage, as well as how the photographer was able to take the picture. Note that neither picture has been altered by editing software, and the author suggests that perhaps nature is the best photo editor of all.

PRE-READING

A Have students look at the title and photos. Make sure students look at the photos on both pages, but tell them not to read the captions.

B Give students only a short time to read the paragraph and check their answers. Elicit the line that tells students whether the photos are real or fake. (*created by nature itself*, line 7)

Note that both the title and the pictures may lead students to first believe the pictures are fake. Ask students to raise their hands if they thought the pictures were fake. Elicit how students feel now knowing that they are real.

Tell students that both photos are examples of *optical illusions*. Explain that an optical illusion tricks our eyes as we think we are seeing something other than what is in the picture.

UNDERSTANDING MAIN IDEAS

Have students preview the statements.

▶ **11.8** Play the audio/video.

Have students work individually. Then check answers as a class. Ask students to paraphrase the main idea in their own words.

UNDERSTANDING DETAILS

Ask students to look at the pictures closely as they go over the details. Tell students to identify each point that the author describes.

A Have students work individually. Remind students that Venn diagrams are especially useful for comparisons.

Write the diagram on the board to check answers as a class. Ask volunteers to add details. Go over any unfamiliar language from the passage.

✪ **CHALLENGE** Elicit descriptions of what students thought they were seeing in the picture at first. For example, *I didn't know it was a photograph. I thought it was a painting!*

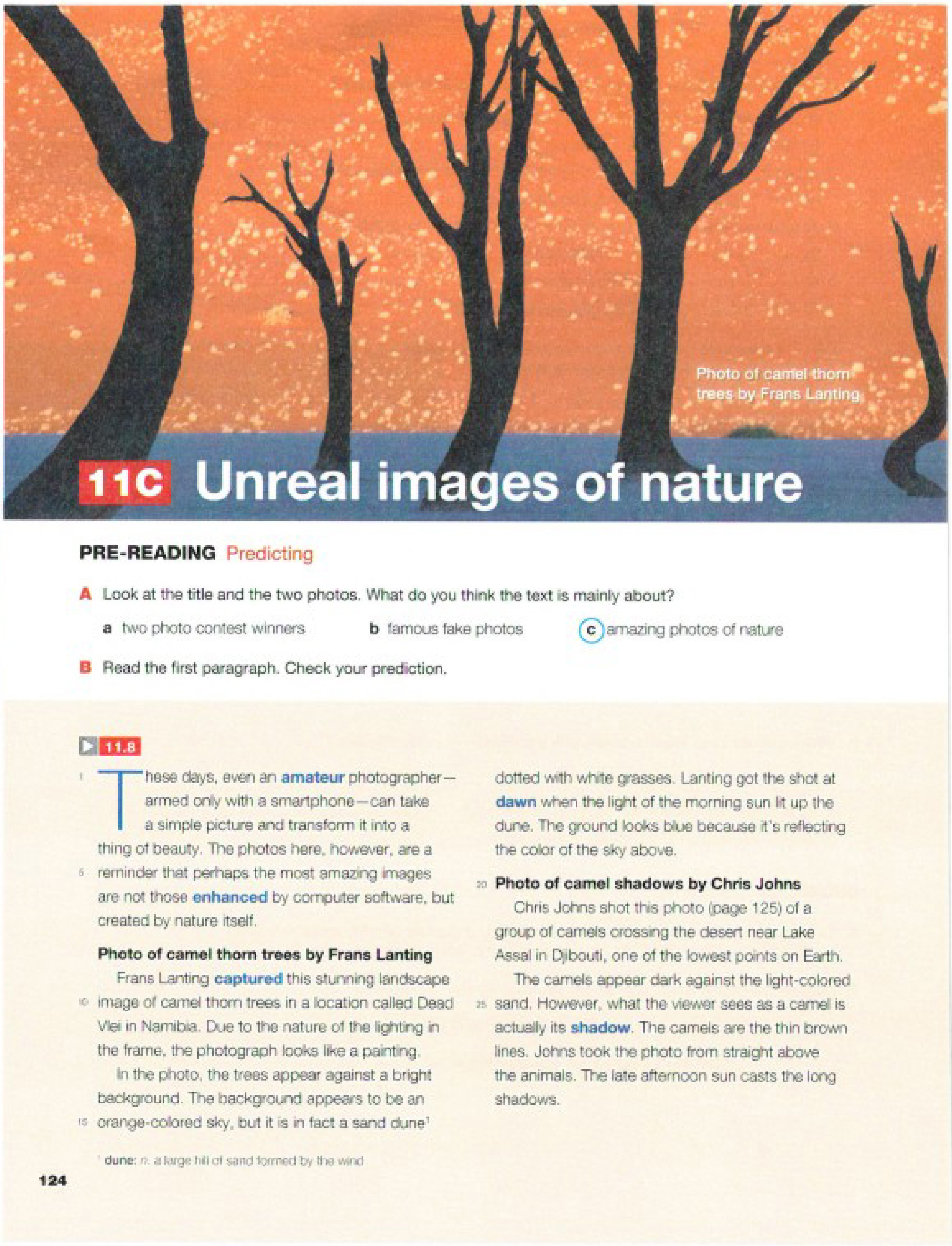


Photo of camel thorn trees by Frans Lanting

11C Unreal images of nature

PRE-READING Predicting

A Look at the title and the two photos. What do you think the text is mainly about?

a two photo contest winners **b** famous fake photos [✓ **c** amazing photos of nature]

B Read the first paragraph. Check your prediction.

▶ 11.8

These days, even an **amateur** photographer—armed only with a smartphone—can take a simple picture and transform it into a thing of beauty. The photos here, however, are a reminder that perhaps the most amazing images are not those **enhanced** by computer software, but created by nature itself.

Photo of camel thorn trees by Frans Lanting

Frans Lanting **captured** this stunning landscape image of camel thorn trees in a location called Dead Vlei in Namibia. Due to the nature of the lighting in the frame, the photograph looks like a painting.

In the photo, the trees appear against a bright background. The background appears to be an orange-colored sky, but it is in fact a sand dune[1] dotted with white grasses. Lanting got the shot at **dawn** when the light of the morning sun lit up the dune. The ground looks blue because it's reflecting the color of the sky above.

Photo of camel shadows by Chris Johns

Chris Johns shot this photo (page 125) of a group of camels crossing the desert near Lake Assal in Djibouti, one of the lowest points on Earth.

The camels appear dark against the light-colored sand. However, what the viewer sees as a camel is actually its **shadow**. The camels are the thin brown lines. Johns took the photo from straight above the animals. The late afternoon sun casts the long shadows.

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[1] **dune:** *n.* a large hill of sand formed by the wind

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UNDERSTANDING MAIN IDEAS

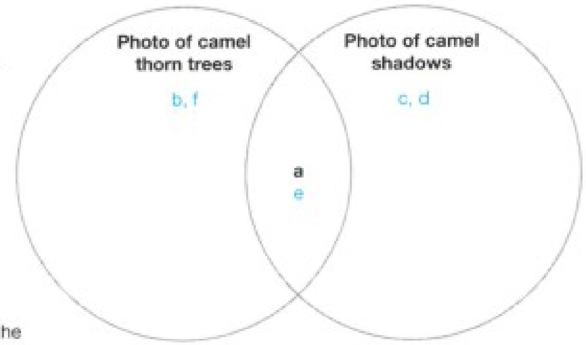
Check [✓] the statements that the author of the article would most likely agree with.

- ☑ Modern technology makes it easy for people to create a beautiful photo.
- ☐ Computer-produced images are now more amazing than real photographs.
- ☑ The photos mentioned in the article show that you don't need a computer to create amazing images.

UNDERSTANDING DETAILS

A Complete the Venn diagram using the information below.

- **a** taken in Africa
- **b** taken in the morning
- **c** taken in the afternoon
- **d** taken from above
- **e** uses sand as a background
- **f** taken from the ground



B Circle the correct option to complete the sentences below.

- **a** When Lanting took the photo, the sky was (**orange** / [✓ **blue**]).
- **b** The thin brown lines in Chris Johns's photo are ([✓ **camels**] / **shadows**).

BUILDING VOCABULARY

A Choose the correct words.

1. If you **enhance** something, you make it ([✓ **better**] / **worse**).
2. If you are an **amateur**, you (**get paid** / [✓ **don't get paid**]) for what you do.
3. You can **capture** an image with a ([✓ **camera**] / **book**).
4. **Dawn** is in the ([✓ **morning**] / **evening**).
5. You make a **shadow** by blocking (**sound** / [✓ **light**]).

B CRITICAL THINKING

Applying Which photo from the reading do you think was more difficult to capture? Why? Discuss with a partner.

Answers will vary

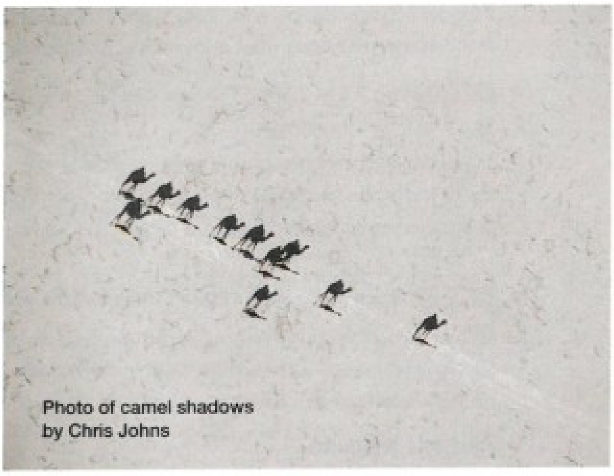


Photo of camel shadows by Chris Johns

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Language Note

The author begins the passage with the term *These days*, which is a common way to refer to recent times.

The verb *arm* (line 2) refers to having or carrying something on your body and is most typically used to describe carrying a weapon.

The term *in fact* (line 15) is a synonym for *actually*.

BUILDING VOCABULARY

A Have students work individually. Have them check answers in pairs. Elicit example sentences for each word.

B **CRITICAL THINKING** Read the question aloud as students read along. Have students work in pairs. Note that both pictures were probably difficult to take. Tell students that their opinions may differ and that this is okay. Ask them to support their opinions with reasons.

SUPPORT Write on the board:

I think the trees / camel were more difficult to take pictures of because ...

EXTENSION ACTIVITY Have students go online to find more photos that show optical illusions. Have each pair write a description of their photo and what is happening. Tell them to explain what we first see, and then what the true image is. Ask each pair to present their image to the class. Make sure no pairs use the same image.

Content Note

Frans Lanting is a wildlife photographer from the Netherlands. Chris Johns is a photojournalist for *National Geographic* and was also the Editor in Chief of the magazine. Point out that both photographers are professionals, but neither purposely seeks out optical illusions like these. Note that photographing optical illusions is often about timing and circumstance. Both photographers had to find the perfect timing in order to get these unique shots. However, they both have well-trained eyes as professional photographers, meaning that they know when and how to take an interesting shot.

11D

Impossible photography

LESSON OVERVIEW

Aims: Watch and understand Johansson talk about his photo art; practice introducing a visual.

Target Vocabulary: combine, illusion, realistic, tricks

TED Talk Summary: Erik Johansson began to take a real interest in photography once he got his first digital camera as a teenager. From there, he learned to manipulate photos. He explains how he's learned to make images that create an illusion, and his goal is to make people think. He also explains how he edits his photos. He says that with his art, when he enhances a photograph, he aims for a realistic looking result that pushes the imagination.

PREVIEWING

Read the paragraph aloud as students read along. Have students work individually. Check answers as a class.

Note that the words *illusion*, *tricks*, and *realistic* are easy to relate to the **Lesson C** topic. Use those photographs to elicit example sentences for each word.

VIEWING

A Have students preview the task.

▶ **11.9** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video.

Note that Johansson is Swedish and that English is not his first language. What Johansson calls a *trigger* is more commonly referred to as the *shutter button* or *shutter release* in English. Explain that while *trigger* is not the term that a native speaker would use to talk about a camera, it is very easy to understand what Johansson is referring to. Point out how he competently uses the language he knows to explain clearly to the audience, even if his English isn't perfect.

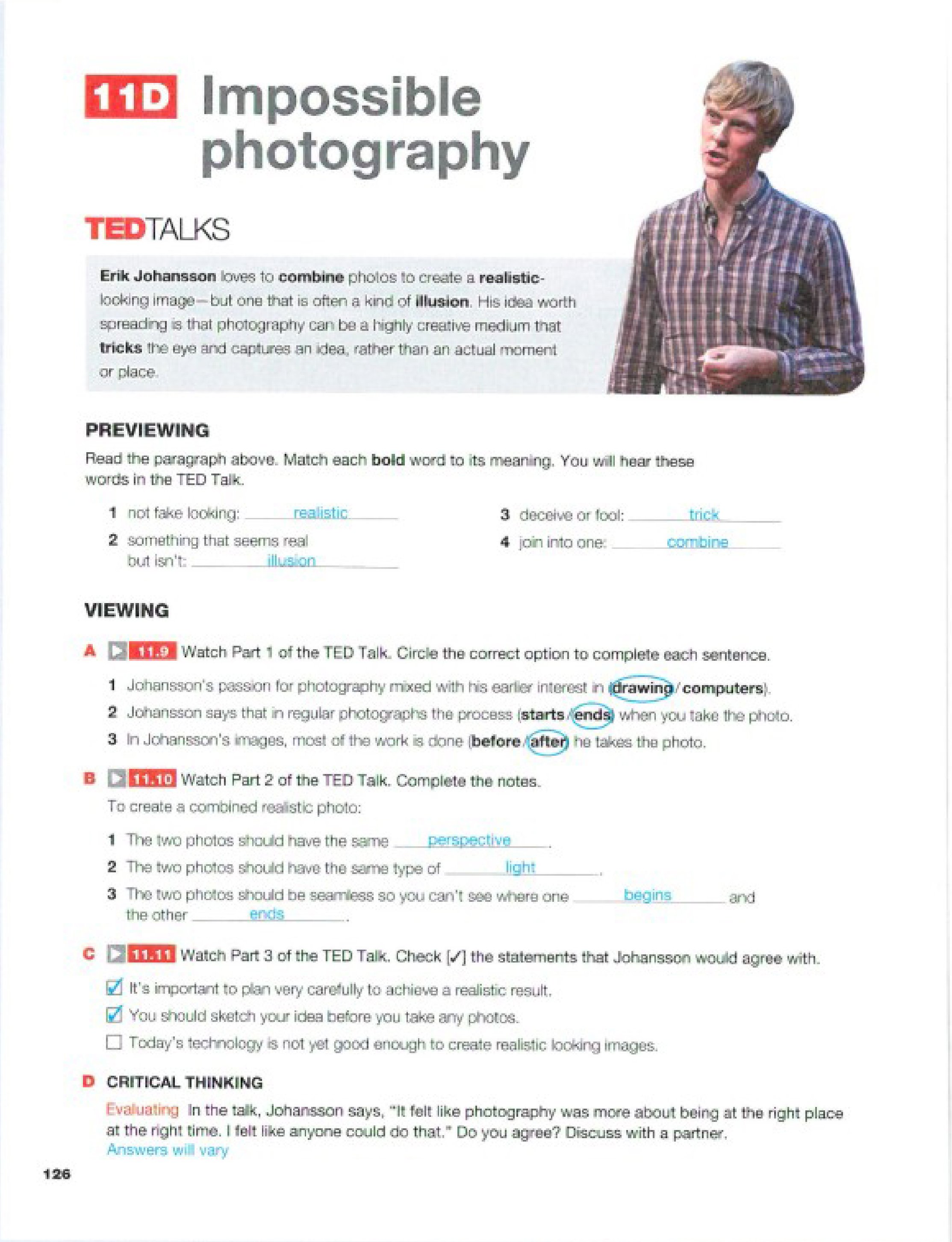
B ▶ **11.10** Play Part 2 of the TED Talk. Check answers as a class. If necessary, review the use of the verb *should* to give instructions.

Have students read the sentences. Tell them to listen carefully to hear Johansson's instructions. Remind students that they have some background information from the infographic in **Lesson B** that can help them guess their answers.

C Have students preview the task. Note that the statements are paraphrasing what Johansson says. Tell students to listen for keywords from the statements.

▶ **11.11** Play Part 3 of the TED Talk. Then play the check-your-answers part of the video.

D **CRITICAL THINKING** Have students work in pairs. Ask them to first talk about the meaning of Johansson's quote. Then elicit an explanation of the quote. Make sure students understand that he is talking about the difference between traditional photography and the kind of photography that he does.



11D Impossible photography

TEDTALKS

Erik Johansson loves to **combine** photos to create a **realistic**-looking image—but one that is often a kind of **illusion**. His idea worth spreading is that photography can be a highly creative medium that **tricks** the eye and captures an idea, rather than an actual moment or place.

PREVIEWING

Read the paragraph above. Match each **bold** word to its meaning. You will hear these words in the TED Talk.

1 not fake looking: realistic

2 something that seems real but isn't: illusion

3 deceive or fool: trick

4 join into one: combine

VIEWING

A ▶ **11.9** Watch Part 1 of the TED Talk. Circle the correct option to complete each sentence.

1 Johansson's passion for photography mixed with his earlier interest in ([✓ **drawing**] / **computers**).

2 Johansson says that in regular photographs the process (**starts** / [✓ **ends**]) when you take the photo.

3 In Johansson's images, most of the work is done (**before** / [✓ **after**]) he takes the photo.

B ▶ **11.10** Watch Part 2 of the TED Talk. Complete the notes.

To create a combined realistic photo:

1 The two photos should have the same perspective.

2 The two photos should have the same type of light.

3 The two photos should be seamless so you can't see where one begins and the other ends.

C ▶ **11.11** Watch Part 3 of the TED Talk. Check [✓] the statements that Johansson would agree with.

☑ It's important to plan very carefully to achieve a realistic result.

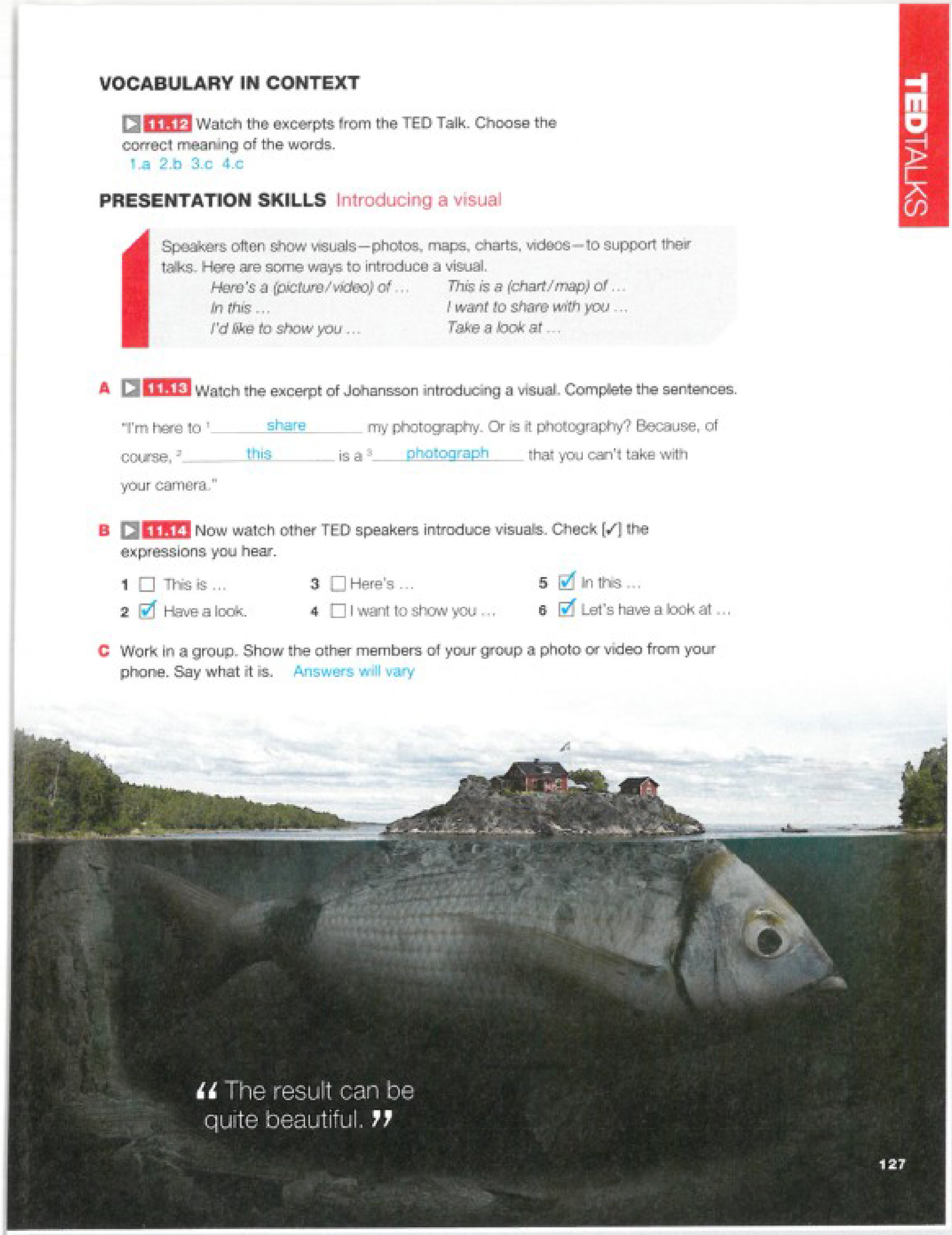
☑ You should sketch your idea before you take any photos.

☐ Today's technology is not yet good enough to create realistic looking images.

D **CRITICAL THINKING**

Evaluating In the talk, Johansson says, "It felt like photography was more about being at the right place at the right time. I felt like anyone could do that." Do you agree? Discuss with a partner.

Answers will vary



VOCABULARY IN CONTEXT

▶ 11.12 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.a 2.b 3.c 4.c

PRESENTATION SKILLS Introducing a visual

Speakers often show visuals—photos, maps, charts, videos—to support their talks. Here are some ways to introduce a visual.

Here's a (picture/video) of …	*This is a (chart/map) of …*
In this …	*I want to share with you …*
I'd like to show you …	*Take a look at …*

A ▶ 11.13 Watch the excerpt of Johansson introducing a visual. Complete the sentences.

"I'm here to [1] share my photography. Or is it photography? Because, of course, [2] this is a [3] photograph that you can't take with your camera."

B ▶ 11.14 Now watch other TED speakers introduce visuals. Check [✓] the expressions you hear.

1 ☐ This is …
2 ☑ Have a look.
3 ☐ Here's …
4 ☐ I want to show you …
5 ☑ In this …
6 ☑ Let's have a look at …

C Work in a group. Show the other members of your group a photo or video from your phone. Say what it is. Answers will vary

" The result can be quite beautiful. "

SUPPORT Give students time to review language for offering opinions in **Lesson B** before discussing.

CHALLENGE Have the class debate Johansson's comment. Note that some of the pictures that students have talked about in the unit can offer an argument against Johansson's point. Even photojournalists have to work hard to find the right shot and know how to take it. It can be argued that they have to have a well-trained eye.

VOCABULARY IN CONTEXT

▶ 11.12 Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read aloud the information about **Introducing a Visual**. Model each of the phrases and have students repeat.

Elicit examples of visuals: pictures, slides, videos, infographics, maps, charts, etc.

▶ 11.13 Play the excerpt from the TED Talk. Check answers as a class.

CHALLENGE Have students try to complete the sentences before watching the video. Then play the video to have students check their guesses.

B Note that students will see excerpts from Daniel Kish, Karen Bass, and Robert Swan.

▶ 11.14 Play the video. Check answers as a class by eliciting which speaker said each phrase.

Daniel Kish: *Let's have a look at what can happen when …*
Karen Bass: *Have a look.*
Robert Swan: *In this photograph, …*

C Tell students to use a different photo from the one they showed a group in **Lesson A**. Give students 30 seconds to choose a photo.

Have students work in groups of three or four. Give each speaker 30 seconds to introduce their photos. Then have members ask questions to get more information. If necessary, have students review the vocabulary words for giving opinions about photos in **Lesson A**.

EXTENSION ACTIVITY Have students go through the textbook to find one picture. Divide the class into small groups. Ask students to tell their groups what they like and don't like about the picture. Then have group members share their opinions about the same picture.

11E

Combining photos

LESSON OVERVIEW

Aims: Practice asking about spelling; describing a photo.

COMMUNICATE

A Have students look at the picture in pairs. Then read the instructions aloud. Make sure students understand that this is a *digitally enhanced* photo.

Elicit the animals combined in the photo. Write the name on the board (*snow leopard + snow owl = snowl leopard*) to explain the word combination.

Elicit some other possible name combinations. For example, *snow owleopard.*

B Write each of the unusual names on the board. Give students a minute to think about the animals. Elicit what combination of animals each contains. Elicit any other possible combinations for the names. For example, *pandagutan, bearodile, elefly, koaowl.*

C Have students work individually to decide their animal combination. Let students use dictionaries to look up animal names in English.

Model the conversation in the textbook with a volunteer. Ask each partner to take turns making animal suggestions.

Draw students' attention to **Asking about spelling**. Explain that we usually spell out a word in English with a pause between each letter. Note that although the letters are capitalized in the model, students should simply pronounce the letter as *d*, not *capital D*.

D Ask pairs to look online for pictures to combine of the animals they chose. Explain that they can print out and combine the pictures or use software to do it, if available.

Ask each pair to present their animal photo to the class. Tell the class to guess what the animal is called. Then spell out their animal's name for the class.

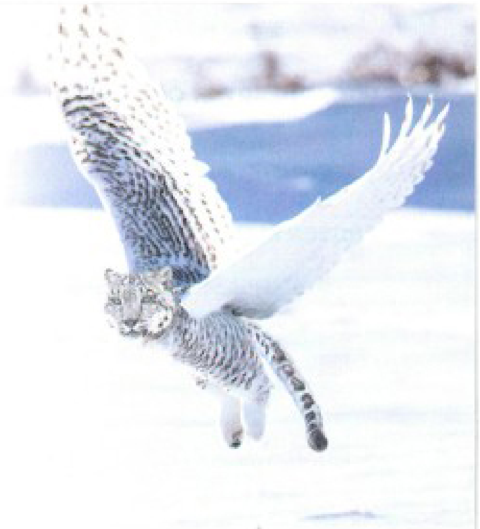
WRITING

Note that the textbook is filled with interesting photos that students can use for the activity. Tell students to pretend that they are writing a comment on a website about a photo.

Read the example aloud. Elicit the three opinions/impressions that the writer gives. (*like the photo, love the color and perspective, makes me feel cold*)

EXTENSION ACTIVITY Have students repeat the **Writing** activity, using a portrait of themselves. Ask students to describe what they like about the photo and write a positive evaluation of the portrait.

11E Combining photos



COMMUNICATE Animal hybrids

A Work with a partner. Look at this photo of a "snowl leopard." The image combines two different animal photos. What do you think the two animals are?
An owl and a snow leopard

B What two animals do you think are combined for these hybrid animals? What do you think each one looks like?

orangupanda	crocobear	butterphant	owloala
Orangupanda = orangutan + panda	Crocobear = crocodile + bear	Butterphant = butterfly + elephant	Owloala = owl + koala

C Choose two animals to combine. Draw a sketch of it, give it an interesting name, and explain what's interesting about it. Answers will vary

We could combine an octopus and a horse. We can call it an octohorse.

Great idea! It can have the body of a horse and eight tentacles like an octopus.

Asking about spelling

How do you spell that?	D-E-N-G-U-I-N.
Is that spelled with a d or a p?	*It's spelled with a d, as in dog.*

D Go online and find possible photos to use that can combine well. Look back at Viewing Part B on page 126 to review Johansson's three rules for combining photos.
Answers will vary

WRITING Describing a photo

Search online, or in this book, for a photo that you really like. Write a description of it. Explain what the photo shows and what you like about it.

I really like the photo on page 41. It shows a surfer in the freezing cold. I love the lighting and the perspective. Just looking at the photo makes me feel cold.

12 Healthy Habits

6,600,000

Myriam Sidibe
Public health expert, TED speaker

> “Handwashing with soap is one of the most cost-effective ways of saving children's lives.”

UNIT GOALS

In this unit, you will ...

- talk about health and good hygiene practices.
- read about the importance of handwashing.
- watch a TED Talk about a simple solution for preventing disease.

WARM UP

▶ **12.1** Watch part of Myriam Sidibe's TED Talk. Answer the questions with a partner.

1 How do you think the audience feels? Answers will vary
2 Read the quote from Sidibe above. How do you think handwashing with soap can save children's lives? Answers will vary

12

Healthy Habits

UNIT GOALS

The unit focuses on habits, especially in relation to hygiene. Students will read, watch, and discuss about the powerful impact that handwashing with soap can have on global healthcare. Students will discuss their own habits and offer opinions about what habits contribute to good health or not. By the end of the unit, students will be able to agree and disagree in a discussion of opinions.

TED Speaker

Myriam Sidibe is a health care advocate who travels the world to raise awareness about how handwashing can save lives.

TED Talk Summary

Millions of children die every year in homes and communities due to poor hygiene. The truth is that many diseases can be avoided with a simple bar of soap. Sidibe explains the importance of promoting handwashing on a global scale.

Idea Worth Spreading

The simple and cost-effective habit of handwashing can save millions of lives.

WARM UP

Elicit the meaning of the word *hygiene*. Make sure students understand that *hygiene* refers to personal habits that keep us healthy, such as brushing our teeth or washing our hands (*handwashing*).

Have students look over the picture and caption.

▶ **12.1** Play the video.

For question 1, ask students to think about how they would feel if they were in the audience. Stop the video after Sidibe says, “All right, get to know each other,” and have students do what she is asking her audience to do: shake hands with the person next to you.

Explain that by asking them to shake hands, Sidibe is involving her audience. Ask students what they think Sidibe's point is. (We never know what germs anyone is carrying, even people who look clean.)

For question 2, draw students' attention to the quote. If necessary, elicit the meaning of *cost-effective*. Have students discuss in pairs. Then elicit ideas.

Content Note

Dr. Myriam Sidibe is a social and health care activist who believes in teaching simple solutions to big problems. Sidibe works for Lifebuoy, which has been sold since 1895 and at times has been the best-selling soap in the world. Part of Sidibe's message is that big companies have a responsibility to also help the communities where their products are heavily marketed.

EXTENSION ACTIVITY Ask students to keep a one-day journal of their handwashing habits.

12A

Staying healthy

LESSON OVERVIEW

Aims: Learn collocations for daily habits related to health; talk about healthy habits; recognize linking sounds.

Target Vocabulary: avoid red meat, brush your teeth, do yoga, drink sugar-free soda, eat snacks, get eight hours of sleep, go to the gym, ride a bike, skip breakfast, take vitamins, use mouthwash, wash your hands

VOCABULARY

A Have students work individually. Ask students to tally how many of the habits they have.

B Have students work individually to complete the chart. Point out that they might have different opinions about what is healthy and what isn't.

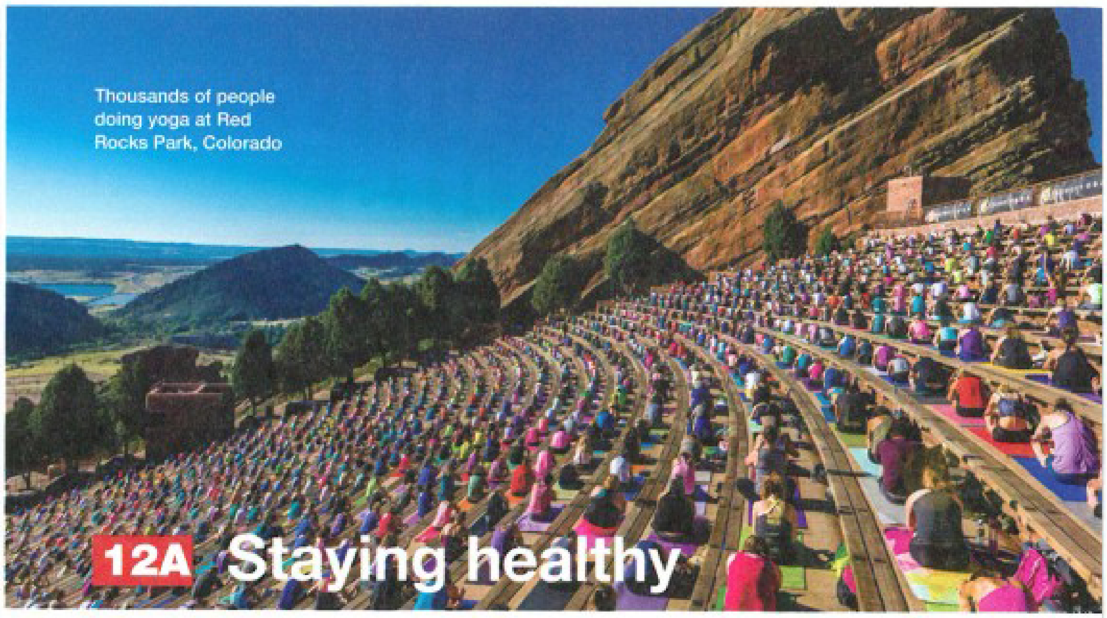
C Model the conversation aloud. Ask partners to share at least two things that they do to stay healthy.

CHALLENGE Have students offer habits other than those in the vocabulary.

Language Note

Some additional habits related to health and hygiene:

avoid sugar / sweets / caffeine / overeating
drink water / fresh juice / coffee / tea
eat healthy food / junk food / whole foods / organic produce
wash your face / hair / feet



Thousands of people doing yoga at Red Rocks Park, Colorado

12A Staying healthy

VOCABULARY Habits

A Match the words in each set.

1	wash	breakfast	7	avoid	vitamins
2	go	your hands	8	get	red meat
3	skip	to the gym	9	take	eight hours of sleep
4	eat	snacks	10	do	a bike
5	brush	mouthwash	11	ride	sugar-free soda
6	use	your teeth	12	drink	yoga

B In your opinion, are the things in **A** good for your health, bad for your health, or do they make no difference? Complete the chart. Then compare your opinions with a partner. Answers will vary

Healthy	Makes no difference	Unhealthy

C Work with a partner. Share what you do to stay healthy. Answers will vary

I go to the gym and drink sugar-free soda.

I go to the gym, too. But I think sugar-free soda is unhealthy. I try to drink water instead.

LISTENING

A Read **Recognizing linking sounds** as students read along. Model the examples. Remind students that they learned about **Recognizing unstressed words** in Unit 4 and **Listening for reduced speech** in Unit 8.

See **Language Note** on page 131 for differences between linking sounds and reduced speech.

▶ 12.2 Play the audio/video. Check answers as a class.

B Have students read the box.

▶ 12.2 Play the audio/video again. Have students complete the notes as they listen.

Elicit any linked speech that students heard in the audio. If necessary, play the audio again and pause after linked words.

Write on the board: *You get the picture.*

Explain that the idiom *get the picture* means to understand the meaning of something.

C **CRITICAL THINKING** Tell students to use the language they learned in Unit 11 for offering and asking opinions. Have students review the language chart on page 122, if necessary.

LISTENING My healthy (and unhealthy) habits

Recognizing linking sounds

When we speak, we don't usually say – each – word – separately. Instead, we join, or link, words together. If you can recognize linking, it will increase your comprehension.

take a vitamin   eight hours of sleep   have unhealthy habits

A 12.2 Watch David Matijasevich talking about some of his habits. What does he say he does too much?
He drinks way too much coffee

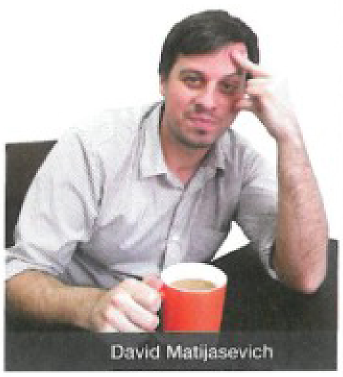
B 12.2 Watch again. Complete the notes.

Matijasevich's unhealthy habits

- He drinks __5 or 6__ cups of coffee a day.
- He doesn't __sleep__ enough.

Matijasevich's healthy habits

- He never __eats snacks between meals__
- He takes __vitamins every day__.
- He exercises. For example, he __rides a bike__ and plays __soccer__.



David Matijasevich

C **CRITICAL THINKING**

Evaluating Which of Matijasevich's habits do you think is the healthiest? Discuss with a partner. Answers will vary

SPEAKING Talking about healthy options

A 12.3 Why doesn't speaker B drink sugar-free soda? Because sugar substitutes are bad for your health

A: Do you want a soda?

B: Just water, thanks. I don't drink soda anymore.

A: Really? Why not?   How come? / What's the reason?

B: I saw a TV show about it last month.
When you drink a can of soda, you consume eight teaspoons of sugar.   If / Every time

A: Wow! Well, I have some sugar-free soda.

B: Oh, someone told me that's even worse. I don't think sugar substitutes are good for your health.   apparently / I heard   very healthy / good for you

A: OK, but I only have tap water. Is that okay?

B: You know, I'm not that thirsty actually.

B Practice the conversation with a partner. Practice again using the words on the right. Answers will vary

C Work with a partner. What kind of food or drink do you avoid? Explain your reasons. Answers will vary

I try to avoid eating fast food. It's really unhealthy.

Yeah, me too. I also avoid drinking too much coffee.

SPEAKING

A Ask students to read along as they watch.

12.3 Play the audio/video. Point out that the speakers are friends, and it is a casual conversation.

Ask students to also explain what the friend thinks about sugar-free soda. (*sugar substitutes are unhealthy too*)

B Model the conversation aloud using one set of the alternate options.

Have students work in pairs to practice the conversation.

C Model the conversation with a volunteer. Elicit or explain the meaning of *fast food*. Have students work in pairs. Tell them to focus only on eating or drinking habits. If necessary, have the class brainstorm a list of unhealthy foods and drinks.

EXTENSION ACTIVITY Have students repeat the conversation about a positive habit.

Language Note

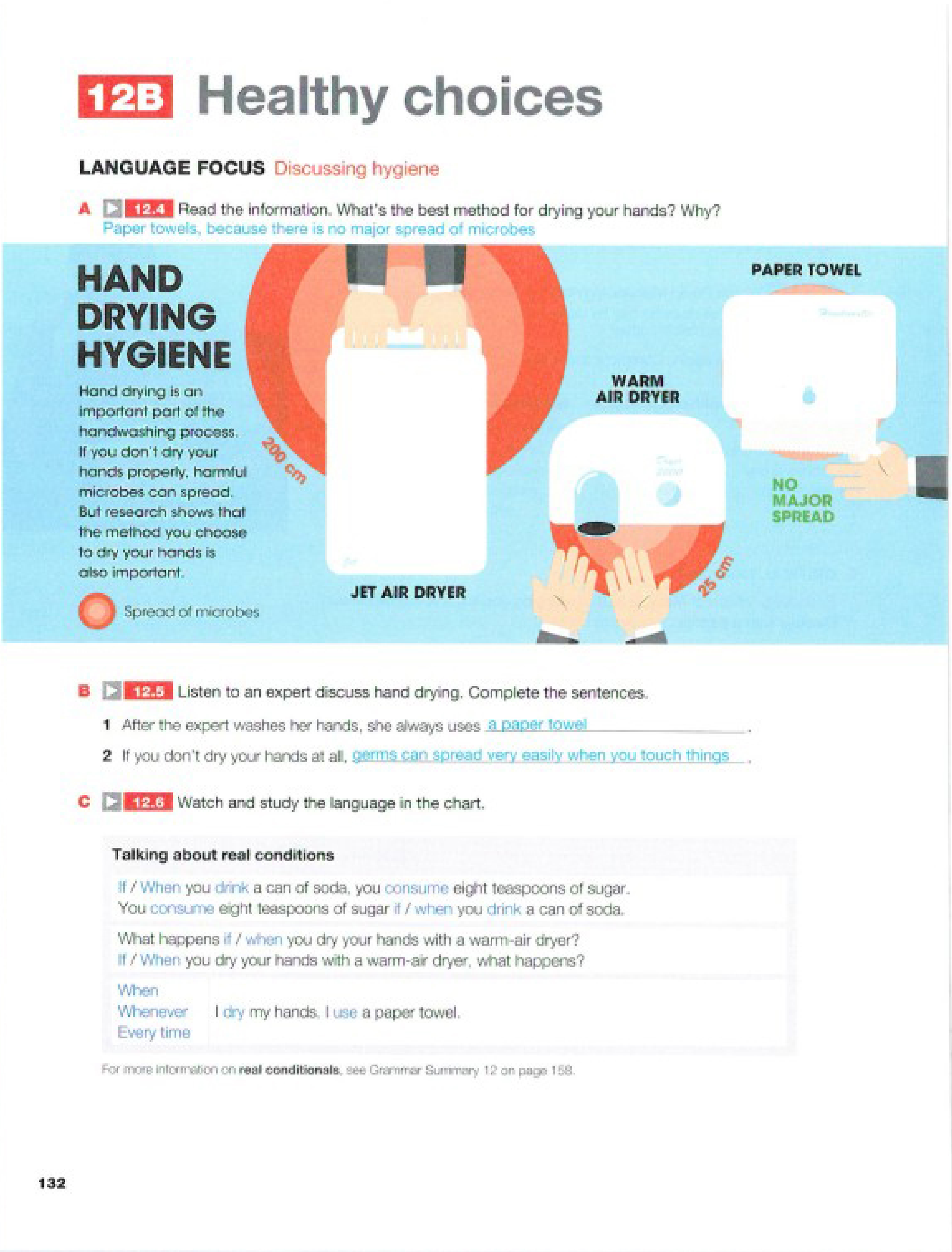
Understanding linking sounds is a key part of comprehending natural spoken English. It also helps students in their own spoken fluency.

Linking involves joining words together and saying them without pausing.

Linking occurs between consonant and vowel sounds:
John always eats apples.

It also occurs between similar consonant sounds:
I always said Daniel liked Diana.

And it also occurs between two vowel sounds. Often an extra sound is added to aid linking.
go out > go(w)out
three eggs > three(y)eggs



12B Healthy choices

LANGUAGE FOCUS Discussing hygiene

A 12.4 Read the information. What's the best method for drying your hands? Why?
Paper towels, because there is no major spread of microbes

HAND DRYING HYGIENE

Hand drying is an important part of the handwashing process. If you don't dry your hands properly, harmful microbes can spread. But research shows that the method you choose to dry your hands is also important.

B 12.5 Listen to an expert discuss hand drying. Complete the sentences.

1 After the expert washes her hands, she always uses a paper towel.
2 If you don't dry your hands at all, germs can spread very easily when you touch things.

C 12.6 Watch and study the language in the chart.

Talking about real conditions

If / When you drink a can of soda, you consume eight teaspoons of sugar.
You consume eight teaspoons of sugar if / when you drink a can of soda.

What happens if / when you dry your hands with a warm-air dryer?
If / When you dry your hands with a warm-air dryer, what happens?

When Whenever Every time	I dry my hands, I use a paper towel.

For more information on **real conditionals**, see Grammar Summary 12 on page 158.

12B

Healthy choices

LESSON OVERVIEW

Aims: Read an infographic about hand drying; offer suggestions; talk about healthy habits.

Infographic Summary: The infographic shows that drying your hands with a towel stops the spread of germs in a bathroom better than other methods of drying. While many people think a hand dryer is more sanitary, it actually spreads bacteria into the air that could then be passed on to others.

LANGUAGE FOCUS

A 12.4 Play the audio/video as students read along. Then give them additional time to look over the infographic.

Elicit or explain the meaning of any unfamiliar language. Ask students if the information in the visual surprised them or not.

CHALLENGE Before students open their textbooks, write the three drying choices (*warm air, jet air, paper towel*) in the infographic on the board. Ask them to guess which is the most sanitary. Then have them open their textbooks and check their answers.

B 12.5 Play the audio/video. Check answers as a class.

Ask students if they can think of any reason **not** to use a paper towel. (paper waste) Elicit any possible solutions that are both hygienic and environmental. (paper towels from recycled paper, carrying your own hand towels, etc.)

C Have students read over the language chart before playing the audio. Remind students that they studied adverbs of frequency in Unit 2.

12.6 Play the audio/video and have them read along while studying the chart. Explain the form and use of real conditionals in more detail. Direct students to page 158 for more information.

Grammar Note

Note that the language chart introduces real conditionals using present tense. A conditional is considered "real" when a situation is likely to happen. In this case, a present real conditional sentence shows that one action results from another in real-life. Write on the board:

If / When + conditional clause + result clause
If / When + present simple condition + present simple result
If I'm hungry, I eat a snack.
When I'm hungry, I eat a snack.

result clause + *if / when* + condition clause
present simple result + *if / when* + present simple condition
I eat a snack when I'm hungry.
I eat a snack if I'm hungry.

Explain that *if* indicates the situation doesn't happen often, whereas *when* indicates it is a more regular occurrence.

D Write the words and phrases in the correct order to make sentences.

1 it relaxes / take a hot bath / When / it / your whole body / you
When you take a hot bath, it relaxes your whole body.

2 a healthy breakfast / eat / If / energy for the day / it gives you / you
If you eat a healthy breakfast, it gives you energy for the day.

3 get stronger / lift weights regularly / if / Your muscles / you
Your muscles get stronger if you lift weights regularly.

E ▶ **12.7** Complete the information using the correct form of the words. Listen and check your answers.

Hand sanitizers are everywhere these days, but are they a good thing?

In short, yes, but be careful. Any hand sanitizer should contain at least 60 percent alcohol. If it ^{1} __contains__ (contain) less, it ^{2} __doesn't kill__ (not kill) harmful bacteria.

Hand sanitizers are certainly convenient, but they should not replace regular handwashing. For example, if your hands ^{3} __are__ (be) very dirty, it ^{4} __is__ (be) much better to wash them with soap and water.

Also, be careful not to use hand sanitizers too often. When you ^{5} __overuse__ (overuse) sanitizer, the alcohol ^{6} __dries__ (dry) out your skin.

SPEAKING Healthy choices

A Read the sentences below. Do you think these are healthy choices? Discuss with a partner. Explain your answers. Answers will vary

"If I need a late night snack, I eat something low in sugar."
"When I'm feeling stressed, I play computer games."
"If I feel like I'm getting a cold, I go to bed early and rest."
"If there's no hand towel in the bathroom, I dry my hands on my jeans."
"When I'm feeling tired in the evening, I drink coffee."

B Work with another partner. Find out what he or she does in the situations described above.

What do you do if you need a late night snack?

I try not to eat anything. If I'm really hungry, I eat something light.

D Have students work individually to complete the real conditional statements. Check answers as a class. Write each sentence on the board to review forming real conditionals one more time. If necessary, explain the difference between *if* and *when*.

E Give students enough time to work individually.

▶ **12.7** Play the audio/video to check answers.

SPEAKING

A Give students enough time to read the sentences. If necessary, review again the difference between using *if* and *when*. Tell partners to read each statement and say whether they agree or disagree.

B Tell students to use real conditionals to explain what they do in each situation. Model the conversation with a volunteer.

SUPPORT Write on the board: *What do you do if / when ...?* Elicit questions for each statement. (*What do you do when you're feeling stressed? What do you do if you feel like you're getting a cold? What do you do if there's no hand towel in the bathroom? What do you do when you're feeling tired?*)

EXTENSION ACTIVITY Have students go back to the one-day handwashing journal that they kept for the **Warm Up Extension Activity**. Ask them to use the information in the journal to write a report of their habits using real conditionals and adverbs of frequency. For example, *When I finish eating, I usually wash my hands. / When I wash my hands, I sometimes dry them with a towel and sometimes with a dryer.* If students did not do the one-day journal, ask them to use today as their example.

12C

A simple solution

LESSON OVERVIEW

Aims: Read and comprehend an article about Global Handwashing Day; identify purpose and understand details.

Target Vocabulary: frequently, global, prevent, spread, vital

Reading Summary: Global Handwashing Day, on October 15, aims to spread the word about the power of handwashing in preventing disease. By making handwashing a more regular routine in the lives of people in all countries, illnesses and infections could be greatly reduced everywhere. Habits are hard to change, which is why Global Handwashing Day makes an event out of teaching handwashing. It is a simple action, but it is one that can have powerful effects on our health worldwide.

PRE-READING

Review that *skimming* means to read quickly to get the overall meaning of a passage. Explain that students should quickly read the entire first paragraph, then the first and last sentence of each subsequent paragraph, and finally the entire last paragraph.

Make sure students don't confuse skimming with scanning. Explain that *scanning* is done with the aim to find specific information, while *skimming* is reading quickly to look for the main idea. Point out that *skimming* also involves looking quickly over the titles, pictures, captions, and subheadings in an article.

Give students 20 seconds to skim the passage and answer the question. Check answers as a class. If necessary, review the steps of skimming to demonstrate how students should have come to understand the main idea of the passage. Ask students if they have heard of Global Handwashing Day.

Kenyan schoolchildren wash their hands during Global Handwashing Day.

12C A simple solution

PRE-READING Skimming

Skim the passage and look at the lesson title, photo, and captions. What is it mainly about?

a the work of a public health expert in Africa

ⓑ why people take part in Global Handwashing Day

▶ 12.8

1 Each October 15, over 200 million people around the world take part in **Global** Handwashing Day. But why dedicate a day to something we do all the time? Well, research shows that not enough people regularly wash their hands with soap. Experts believe that this leads to the deaths of millions of people every year.

2 Myriam Sidibe says that soap is "the most beautiful invention in public health." As a public health expert, Sidibe knows that washing your hands with soap can have a huge impact on reducing flu,[1] cholera,[2] and the **spread** of other diseases. It can reduce diarrhea[3] by half and respiratory infections[4] by one-third. Handwashing with soap **prevents** babies from getting sick and keeps children healthy and in school.

3 However, washing hands with soap does not occur as **frequently** as you might think. This is partly due to a lack of resources in poorer countries, but it's also because for many people, handwashing is simply not part of their everyday routine. It's not easy to get people to change habits they've had since early childhood—but this is what Global Handwashing Day aims to do.

4 In 2008, the Indian cricket team joined around 100 million Indian schoolchildren in washing their hands to promote the first ever Global Handwashing Day. Every year since then, the campaign has held many different events around the world. In 2014, Global Handwashing Day was used in the fight against Ebola, with events held in affected African countries.

5 Today, local and national leaders continue to use the day to spread the message about the value of clean hands. The hope is that handwashing can become a regular part of people's lives and make a **vital** difference to the health of millions around the world.

---

[1] **flu:** *n.* (short for **influenza**) a common illness that causes fever, weakness, and body aches

[2] **cholera:** *n.* a serious disease of the small intestine

[3] **diarrhea:** *n.* an illness that causes you to pass waste from your body frequently

[4] **respiratory infection:** a disease that affects your breathing

Content Note

Global Handwashing Day was established in 2008 to encourage educational outreach about the powerful effects of handwashing on health. While the main aim has been to teach school-aged children healthy habits to avoid spreading illnesses, Global Handwashing Day has also focused on health crises, such as Ebola.

IDENTIFYING PURPOSE

Tell students to read the passage in more detail.

▶ 12.8 If necessary, play the audio while students read along.

Check answers as a class. Elicit the lines in each paragraph where students identified the purpose. Explain that each paragraph's purpose connects back to the main message of the passage, which they identified in **Pre-Reading**.

Remind students that paragraphs are supposed to help create a logical flow in writing, and every paragraph's purpose

IDENTIFYING PURPOSE

Read the passage. Match each paragraph to its purpose.

1 Paragraph 1	suggests why many people don't wash their hands.
2 Paragraph 2	describes what Global Handwashing Day hopes to achieve.
3 Paragraph 3	describes the benefits of handwashing with soap.
4 Paragraph 4	gives examples of Global Handwashing Day events.
5 Paragraph 5	introduces Global Handwashing Day.

UNDERSTANDING DETAILS

Answer the questions. Check all answers that apply.

1 Which aims of Global Handwashing Day are mentioned in the passage?
- ☑ to teach people about the importance of handwashing
- ☐ to make people use less water when they wash their hands
- ☑ to make handwashing part of everyone's routine

2 Which benefits of handwashing with soap are mentioned in the passage?
- ☑ Children miss fewer days of school because they're healthier.
- ☐ It prevents us from catching diseases from animals.
- ☑ It stops us spreading diseases to babies.

3 According to the passage, what is challenging about getting people to wash their hands?
- ☑ Habits are hard to change.
- ☐ People often ignore advice about health.
- ☐ People don't trust their governments.

Global Handwashing Day aims to make handwashing part of everyone's routine.

BUILDING VOCABULARY

A Match the words in blue from the passage to their definitions.

1 **global**	absolutely necessary
2 **prevent**	involving the whole world
3 **vital**	to keep something from happening

B Choose the correct option to complete each sentence.

1 The **spread** of a disease refers to the disease ______.

a decreasing [✓ b increasing]

2 If something happens **frequently**, it happens ______.

[✓ a often] b rarely

C **CRITICAL THINKING**

Applying What other things can people do to help prevent the spread of diseases? Discuss with a partner. Answers will vary

should be connected to the overall message of the passage and presented in a logical fashion.

UNDERSTANDING DETAILS

Have students work individually. Tell students to note the line where they find each answer as they complete the activity. Check answers as a class. Elicit each line where students found the information.

Note that the questions in this activity are multiple-choice questions, similar to the kind found in exams like TOEIC, TOEFL, IELTS, etc. If necessary, take time to break down the exam-question format and review points about how questions are often worded.

Note that the reading passage also gives a good opportunity to review the use of supporting evidence as the author uses a balance of statistics, quotes, and examples to support the main message.

Language Note

The term *research shows,* on line 4, introduces a fact supported by evidence.

The phrase on line 6, *experts believe,* introduces a general opinion. This sentence is directly followed by a quote from an expert on line 8, *Miriam Sidibe says*.

A number of examples of illnesses that can be prevented by handwashing are given on lines 12–14. Some of these examples are further strengthened by statistics: *can reduce diarrhea by half and respiratory infections by one-third,*

Finally, examples of events that happen during Global Handwashing Day are given in paragraph 4.

BUILDING VOCABULARY

A Have students work individually. Check answers as a class. Elicit example sentences for each vocabulary word.

B Have students work individually. Check answers as a class. Elicit example sentences for each vocabulary word.

C **CRITICAL THINKING** Read the question aloud as students read along. Have students work in pairs. Ask students to brainstorm some ideas with their partners. Tell them to think about things that they do to stay healthy.

Have each pair present at least one idea to the class. Encourage them to use presentation skills they've learned so far, especially introducing a topic, using effective gestures and body language, using effective pausing, paraphrasing, and thanking the audience.

EXTENSION ACTIVITY Tell students that the passage says it is hard to change habits. Ask students to work in pairs or small groups to design a plan to help someone change a habit. Ask them to think of one bad habit related to hygiene and health. Ask them to introduce a process (Unit 6) and describe steps (Unit 10) for changing this habit. Have groups present their ideas to the class.

12D

The simple power of handwashing

LESSON OVERVIEW

Aims: Watch and understand a talk about the importance of promoting handwashing; practice getting the audience's attention.

Target Vocabulary: availability, innovation, mortality

TED Talk Summary: Myriam Sidibe shows the TED audience the huge impact a simple bar of soap can have on changing lives. Millions of children are dying from diseases that could be prevented if more people washed their hands with soap. Sidibe introduces the program she runs, which has reached over 183 million people and has set a goal to reach 1 billion by 2020. Sidibe calls upon audience members to not only spread the word about handwashing, but to also look at their own handwashing habits and improve them.

PREVIEWING

Have students work individually to read the paragraph and complete the activity. Check answers as a class.

Note that by this point in the unit, students have been introduced to both Sidibe's work and the powerful effect on health that handwashing can have in previous lessons. Tell them to use their background knowledge to support their viewing of Sidibe's TED Talk.

VIEWING

A Have students preview the task.

▶ **12.9** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video.

Elicit opinions about Sidibe's slides. Ask students to share how they felt when watching Sidibe explain the slides. Elicit what other slides in Part 1 had an impact on students. If necessary, draw students' attention to the picture of Sidibe and a slide in the Unit opener on page 129.

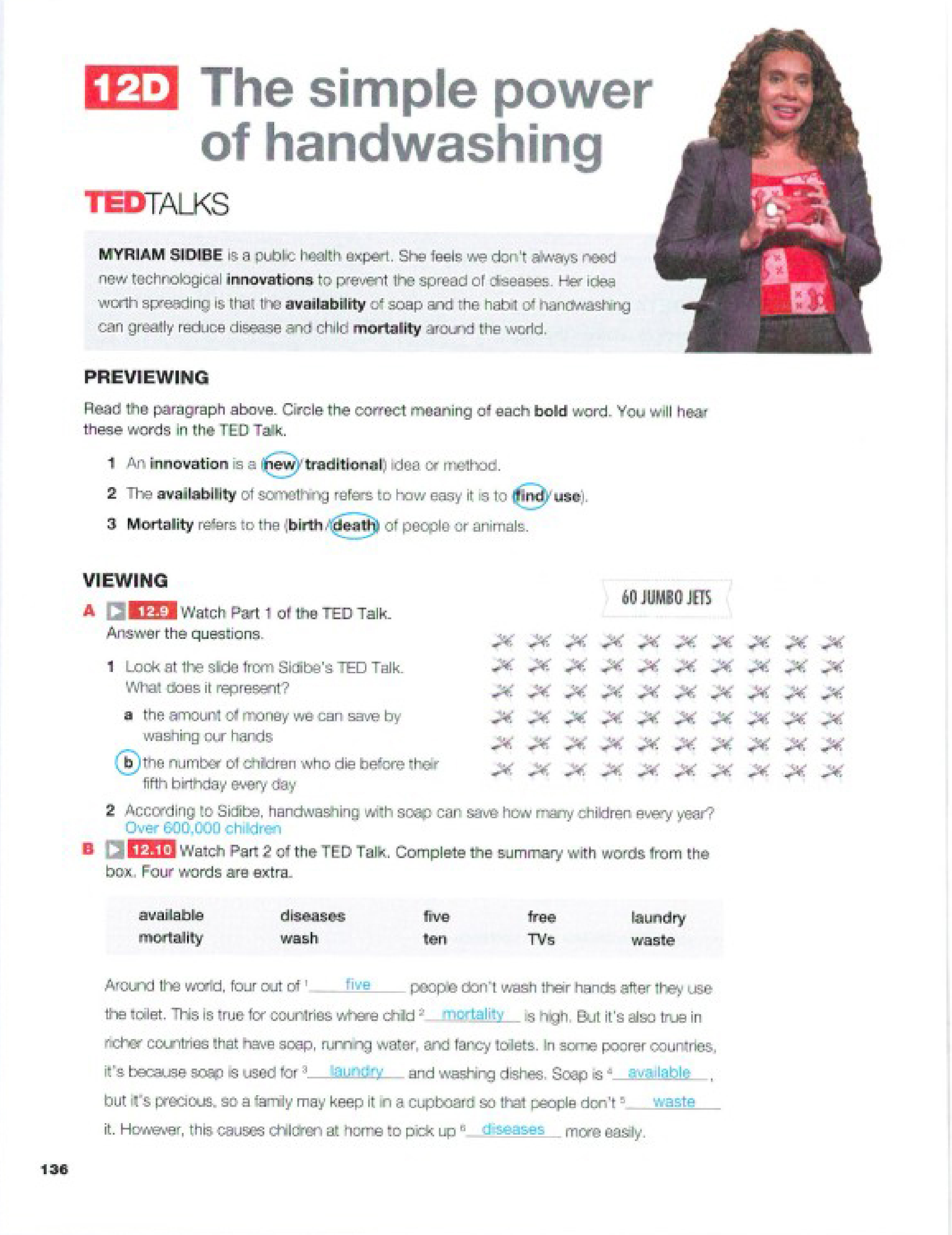
Note the presentation skill for this lesson is getting the audience's attention, and this powerful way of presenting statistics is the first way Sidibe does this.

B ▶ **12.10** Play Part 2 of the TED Talk. Then play the check-your-answers part of the video.

Remind students that they saw how Sidibe involved the audience in the **Warm Up** as well.

Make sure students understand that the statistic in the paragraph refers to worldwide handwashing (four out of five people don't wash their hands after using the toilet), not just for poorer countries. Ask them if this surprises them or not. Again, point out Sidibe's clever use of a statistic to get the audience's attention.

C Have students preview the task.



12D The simple power of handwashing

TEDTALKS

MYRIAM SIDIBE is a public health expert. She feels we don't always need new technological **innovations** to prevent the spread of diseases. Her idea worth spreading is that the **availability** of soap and the habit of handwashing can greatly reduce disease and child **mortality** around the world.

PREVIEWING

Read the paragraph above. Circle the correct meaning of each **bold** word. You will hear these words in the TED Talk.

1 An **innovation** is a ([✓ **new**] / **traditional**) idea or method.

2 The **availability** of something refers to how easy it is to ([✓ **find**] / **use**).

3 **Mortality** refers to the (**birth** / [✓ **death**]) of people or animals.

VIEWING

A ▶ **12.9** Watch Part 1 of the TED Talk. Answer the questions.

1 Look at the slide from Sidibe's TED Talk. What does it represent?

a the amount of money we can save by washing our hands

[✓ b] the number of children who die before their fifth birthday every day

2 According to Sidibe, handwashing with soap can save how many children every year? Over 600,000 children

B ▶ **12.10** Watch Part 2 of the TED Talk. Complete the summary with words from the box. Four words are extra.

available	diseases	five	free	laundry
mortality	wash	ten	TVs	waste

Around the world, four out of [1] five people don't wash their hands after they use the toilet. This is true for countries where child [2] mortality is high. But it's also true in richer countries that have soap, running water, and fancy toilets. In some poorer countries, it's because soap is used for [3] laundry and washing dishes. Soap is [4] available, but it's precious, so a family may keep it in a cupboard so that people don't [5] waste it. However, this causes children at home to pick up [6] diseases more easily.

C ▶ **12.11** Watch Part 3 of the TED Talk. Answer the questions.

1 How many people has Sidibe's handwashing program reached?
a around 8 million b around 100 million [✓ c] around 200 million

2 How many people does Sidibe's team hope to reach by 2020?
a around 500 million [✓ b] around one billion c around 5 billion

D CRITICAL THINKING

Interpreting Why do you think Sidibe told the story of the mother from Myanmar? Discuss with a partner. Answers will vary

VOCABULARY IN CONTEXT

▶ **12.12** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.c 2.b 3.a 4.c

PRESENTATION SKILLS Getting the audience's attention

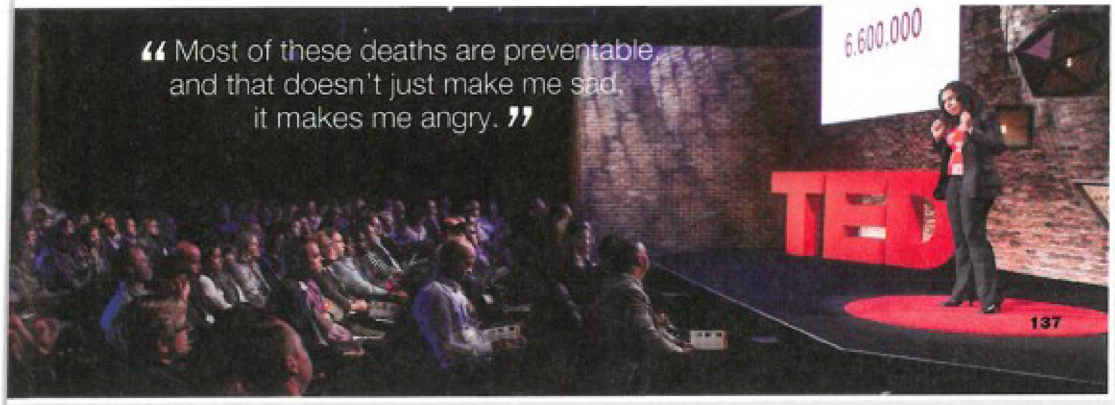
> It's important to get the audience's attention at the start of a presentation. For example, you can:
>
> Tell a personal story. Give an interesting quote. Show a photo or video.
> Ask an interesting question. Give a surprising fact or statistic.

A ▶ **12.13** Watch the excerpt. How does Sidibe get the audience's attention?
a She tells a story. b She gives a quote. [✓ c] She gives a statistic.

B ▶ **12.14** Do you remember how these TED speakers get their audience's attention? Match the speaker to the technique he or she uses. Then watch and check.

1 Meaghan Ramsey uses a video.
2 Chris Burkard gives a statistic.
3 Yves Rossy shows a photo and asks a question.

C Work in a group. Imagine you are going to give a presentation on the correct way to brush your teeth. How would you get your audience's attention? Answers will vary



"Most of these deaths are preventable, and that doesn't just make me sad, it makes me angry."

▶ **12.11** Play Part 3 of the video. Then play the check-your-answers part of the video.

D CRITICAL THINKING Have students first work individually to write anything they remember about the story of the woman from Myanmar. Have students work in pairs to combine their knowledge by sharing what they remember. Ask them to also discuss the purpose that the woman's story had in Sidibe's talk. Ask them to compare the impact that the story had on them versus the slide of the airplanes at the beginning.

VOCABULARY IN CONTEXT

▶ **12.12** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

A Read the information aloud as students read along. Make sure students understand that getting the audience's attention is one way to give a memorable talk.

Elicit ideas about why it's important for Sidibe's audience to remember her talk. Note that Sidibe's talk has a call to action. She wants her audience to walk away not only changing their own handwashing habits, but also spreading the word to others.

Point out that multiple ways of getting the audience's attention have been introduced as presentation skills in the textbook. Elicit the skills: using statistics, involving the audience, introducing a visual.

▶ **12.13** Play the video. Check answers as a class.

B Have students work in pairs to try to remember.

▶ **12.14** Play the video for students to check their answers. Elicit opinions about each speaker's attempts to get the audience's attention. Which one was most effective?

C Tell groups to brainstorm a list of important points about brushing teeth. Tell them that their presentation should grab the attention of their audience. If time permits, have students go online to collect some interesting statistics about dental health and brushing teeth. Give students time to create a visual for this talk.

Remind students that Sidibe used visuals and statistics to get the audience's attention during her presentation. Encourage students to do the same.

CHALLENGE After groups present, have the class evaluate how effective their techniques were at getting the audience's attention.

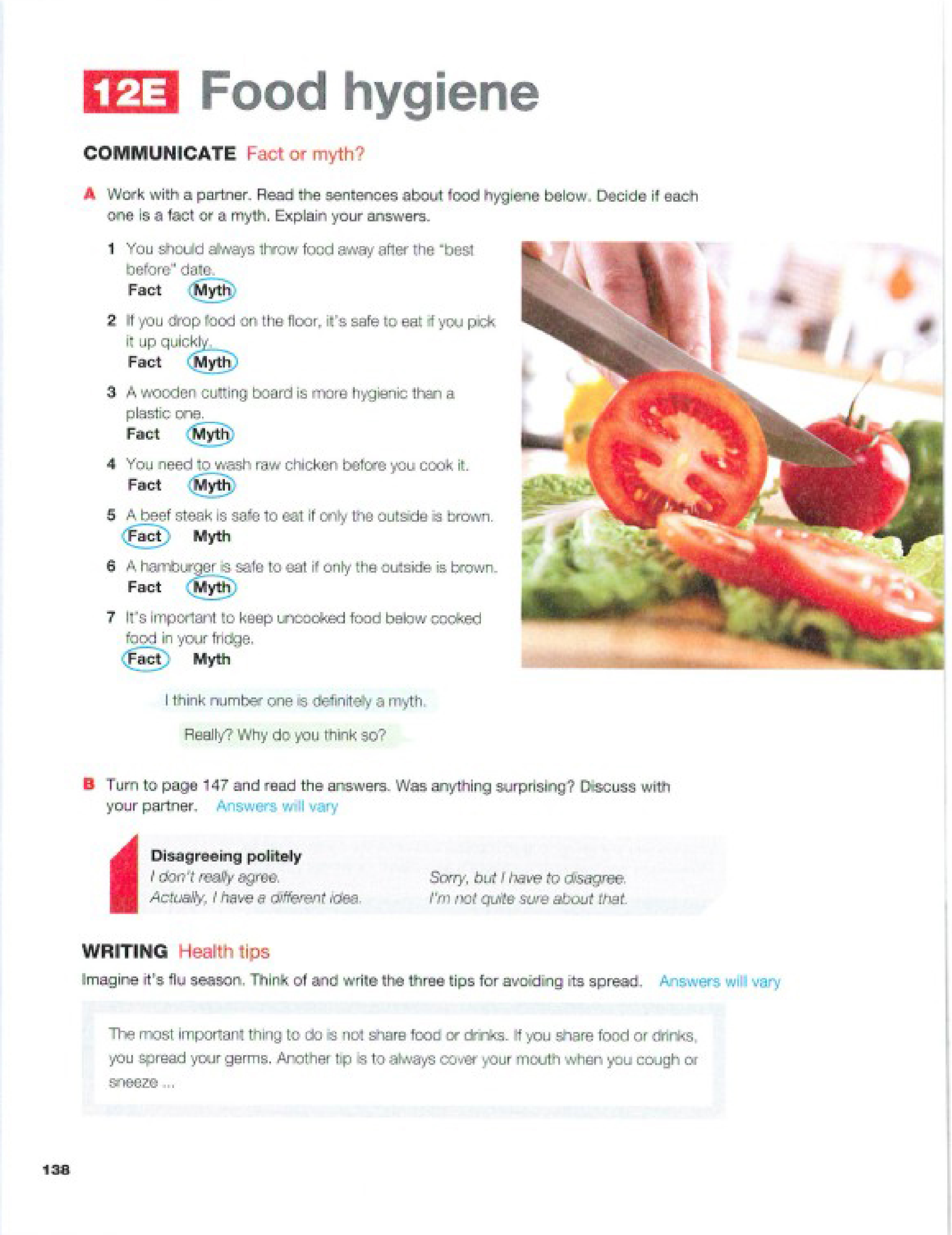
EXTENSION ACTIVITY Have students work in pairs to return to a reading passage in a previous unit. Ask them to collect attention-grabbing data from the passage and decide how to present it to their classmates with a call to action. Explain that Sidibe made the request that everyone in her audience be better at washing their hands, as well as spread the word about handwashing. Ask each pair to present a story, example, statistic, or a combination to get their audience to take action for a cause.

12E

Food hygiene

LESSON OVERVIEW

Aims: Practice disagreeing politely; write tips for staying healthy.



12E Food hygiene

COMMUNICATE Fact or myth?

A Work with a partner. Read the sentences about food hygiene below. Decide if each one is a fact or a myth. Explain your answers.

1 You should always throw food away after the "best before" date.
Fact [✓ **Myth**]

2 If you drop food on the floor, it's safe to eat if you pick it up quickly.
Fact [✓ **Myth**]

3 A wooden cutting board is more hygienic than a plastic one.
Fact [✓ **Myth**]

4 You need to wash raw chicken before you cook it.
Fact [✓ **Myth**]

5 A beef steak is safe to eat if only the outside is brown.
[✓ **Fact**] **Myth**

6 A hamburger is safe to eat if only the outside is brown.
Fact [✓ **Myth**]

7 It's important to keep uncooked food below cooked food in your fridge.
[✓ **Fact**] **Myth**

I think number one is definitely a myth.

Really? Why do you think so?

B Turn to page 147 and read the answers. Was anything surprising? Discuss with your partner. Answers will vary

Disagreeing politely

I don't really agree.	*Sorry, but I have to disagree.*
Actually, I have a different idea.	*I'm not quite sure about that.*

WRITING Health tips

Imagine it's flu season. Think of and write the three tips for avoiding its spread. Answers will vary

The most important thing to do is not share food or drinks. If you share food or drinks, you spread your germs. Another tip is to always cover your mouth when you cough or sneeze ...

COMMUNICATE

A Elicit the meaning of the words *fact* and *myth*. Make sure students understand that the words are synonyms for *true* and *false*.

Give students two minutes to read the survey. Then go over each statement together. Elicit the meaning of any unfamiliar terms, such as *best before date*. Have students work in pairs. Tell them to give reasons for their answers.

Model the language for **Disagreeing Politely**. Explain that the language can be used in casual conversation, as well as in more formal situations.

Language Note

Food items that go bad often have an expiration date written on them, so buyers know when the item expires. Terms vary slightly per country, but in general, a *best before date* tells a buyer until what date the food maintains its best quality, but it does not give information about when the food is no longer safe to eat. However, after its *use-by date*, a product may no longer be safe to eat.

B Have students work with their partners to check their answers. Tell students to look up any words that they don't know in the explanation. Ask them to talk about which points surprised them and why.

Elicit which pieces of information were new knowledge for students.

CHALLENGE Ask students to work in pairs to paraphrase each piece of information on the list.

WRITING

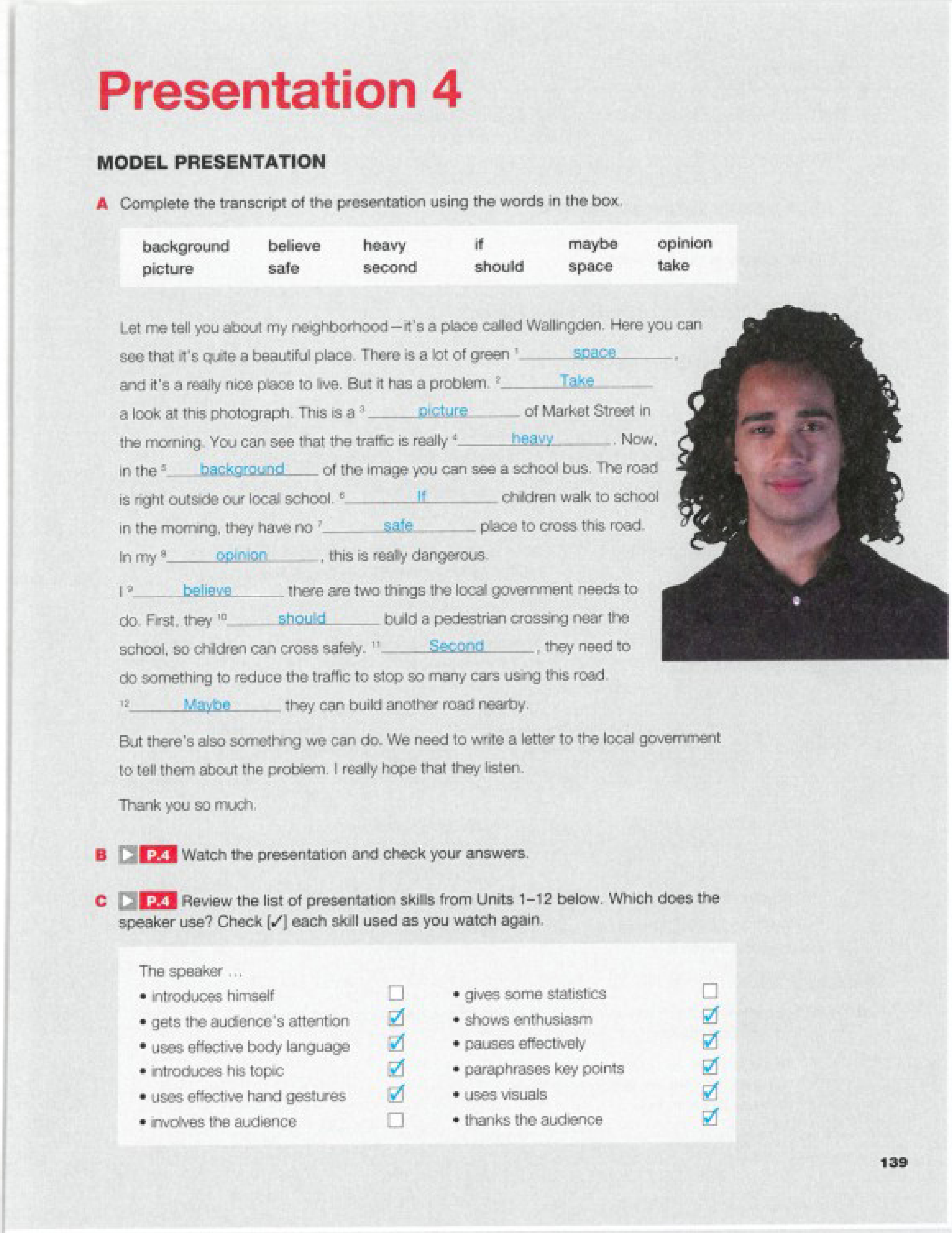
Make sure students understand that they are giving tips about avoiding getting the flu (influenza). Tell students to pretend they are writing a health advice column.

Read the example aloud. Elicit the two tips that the writer gives: *don't share food or drinks, cover your mouth.*

Give students time to write their advice. Encourage them to use real conditionals in their writing. If necessary, review the language chart on page 132. Ask volunteers to read their tips aloud.

CHALLENGE Write the tips that students come up with on the board. Ask students if there are any tips that they disagree with. Ask them to explain why they disagree in a polite manner.

EXTENSION ACTIVITY Have students work in pairs or small groups. Ask them to choose one myth topic from the survey. Tell them to expand on the information using the information in the answer key. If necessary, give them time to research additional information online. Tell them to use statistics, examples, quotes, or stories to get the audience's attention. Tell students to give presentations to disagree politely with the statement. Then ask them to give one piece of advice for developing a good habit related to the point.



Presentation 4

MODEL PRESENTATION

A Complete the transcript of the presentation using the words in the box.

background	believe	heavy	if	maybe	opinion
picture	safe	second	should	space	take

Let me tell you about my neighborhood—it's a place called Wallingden. Here you can see that it's quite a beautiful place. There is a lot of green ^{1}______space______, and it's a really nice place to live. But it has a problem. ^{2}______Take______ a look at this photograph. This is a ^{3}______picture______ of Market Street in the morning. You can see that the traffic is really ^{4}______heavy______. Now, in the ^{5}______background______ of the image you can see a school bus. The road is right outside our local school. ^{6}______If______ children walk to school in the morning, they have no ^{7}______safe______ place to cross this road. In my ^{8}______opinion______, this is really dangerous.

I ^{9}______believe______ there are two things the local government needs to do. First, they ^{10}______should______ build a pedestrian crossing near the school, so children can cross safely. ^{11}______Second______, they need to do something to reduce the traffic to stop so many cars using this road. ^{12}______Maybe______ they can build another road nearby.

But there's also something we can do. We need to write a letter to the local government to tell them about the problem. I really hope that they listen.

Thank you so much.

B ▶ P.4 Watch the presentation and check your answers.

C ▶ P.4 Review the list of presentation skills from Units 1–12 below. Which does the speaker use? Check [✓] each skill used as you watch again.

The speaker …

- introduces himself ☐
- gets the audience's attention ☑
- uses effective body language ☑
- introduces his topic ☑
- uses effective hand gestures ☑
- involves the audience ☐
- gives some statistics ☐
- shows enthusiasm ☑
- pauses effectively ☑
- paraphrases key points ☑
- uses visuals ☑
- thanks the audience ☑

Presentation 4

Aims: Students give a short presentation to a partner about a problem in their neighborhood, using each of the presentation skills they've learned in Units 10–12, as well as relevant skills from previous units.

MODEL PRESENTATION

A Have students work individually to complete the sentences.

Elicit some basic points about the presentation:

1. What is the purpose of the presentation? (to talk about a problem in a neighborhood and offer solutions)
2. What is the topic? (the neighborhood of Wallingden)
3. What pros does the speaker talk about? (quiet and beautiful, green space)
4. What cons does the speaker talk about? (heavy traffic, children can't cross road)
5. What suggestions does the speaker make? (build a pedestrian crossing, build a new road)
6. What action does the speaker ask the audience to take? (write a letter to local government)

B ▶ P.4 Play the audio/video to check answers.

C Have students preview the task.

▶ P.4 Play the audio/video again. Check answers as a class.

As a quick reminder, elicit the presentation skills from Units 1–9 and examples of each:

1. introducing yourself
2. using effective body language
3. thanking the audience
4. introducing a topic
5. using gestures
6. involving the audience
7. adding support by giving statistics
8. showing enthusiasm with strong adjectives
9. pausing effectively

Then elicit the presentation skills in Units 10–12:

10. paraphrasing key points
11. introducing a visual
12. getting the audience's attention

Go over the other presentation skills used. Elicit the language the speaker uses to thank the audience (*Thank you so much.*), involve the audience (*We need to write a letter …*), and show enthusiasm (*quite, really*).

Review the presentation skills from Units 10–12. Elicit the language options or techniques that students learned in the units.

Paraphrase key points: *repeat main points using different words*

Introducing a visual: *Here's a picture / video of ...; In this ...; I'd like to show you ...; This is a chart / map / picture of …*

Getting the audience's attention: *tell a personal story; give an interesting quote; show a photo or video; ask an interesting question; give a surprising fact or statistic.*

YOUR TURN

A Tell students that they can use their answers as notes for their presentations, or they can write key phrases like the speaker in Presentation 1.

Give students 5–10 minutes to answer the questions and write notes for their presentations. Point out that they are talking about a place that has a problem and suggesting a solution.

B Read the useful phrases aloud as students repeat.

Give students more time to revise their notes and decide what language to use in their presentations.

Point out that the questions in **A** provide a logical flow of information for students to use in their presentations, but students can use whatever order they like. Explain that their goal is to give a convincing presentation in which their audience agrees with their suggested solutions.

C Remind students that they have two important roles in the activity: speaker and listener. Explain that they need to give their partner their full attention in order to evaluate in **C** and give effective feedback in **D**.

Remind students that they learned useful language for both being speakers and audience members in **Lesson E** of each unit. Review the language.

For Speakers:

Adding extra information: *and …; Also, …; What's more …; In addition …*

Conversation fillers: *Well …; Um …; Let's see …; Hmm …*

Inviting opinions: *What do you think? What's your opinion? Do you agree?*

Describing steps: *First / Firstly; Second / Secondly; Third / Thirdly*

For Listeners:

Showing interest: *Really? Yeah? Wow! Cool! That's great!*

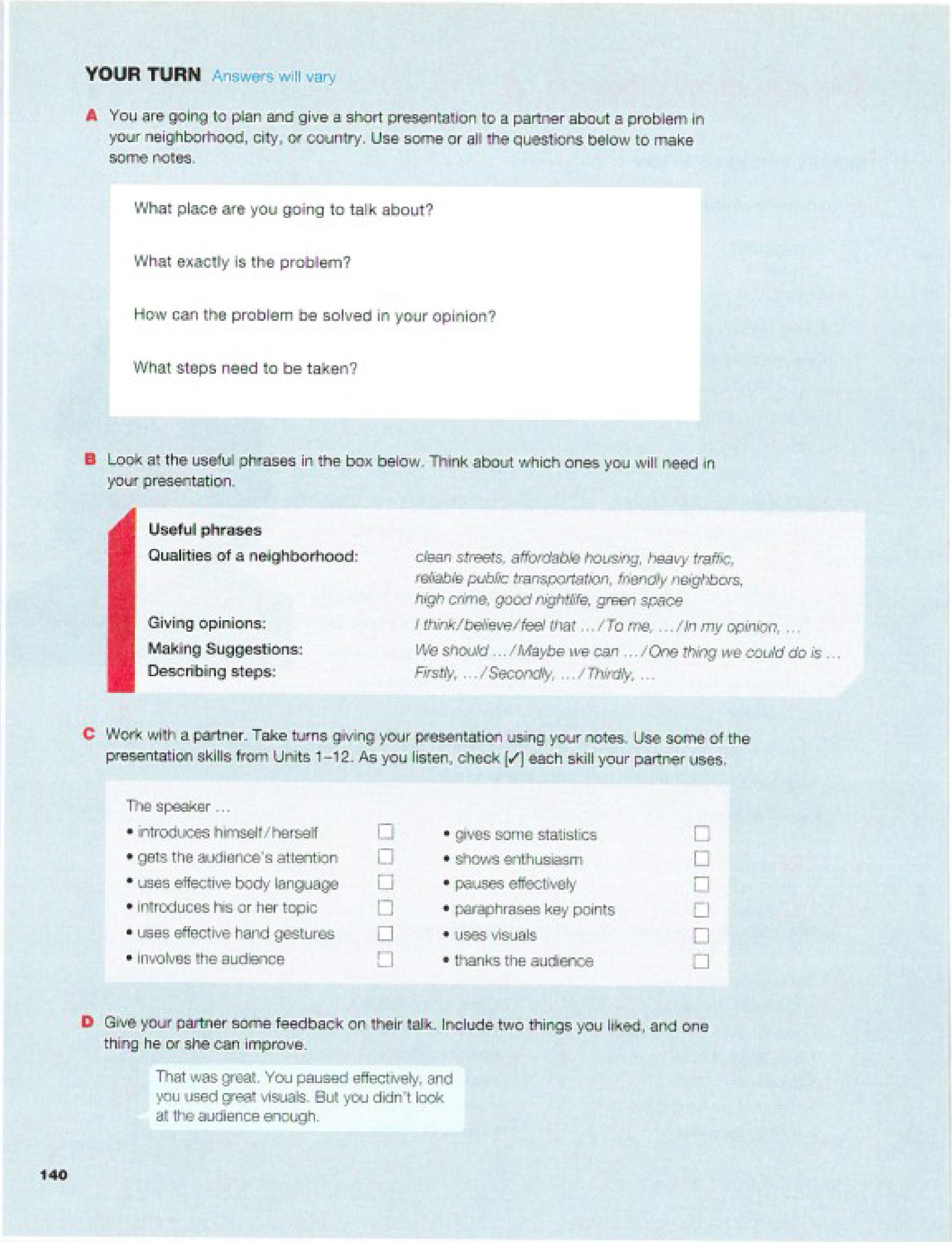
Asking for clarification: *Can you repeat that please? Sorry, what did you say?*

Asking about spelling: *How do you spell that? Is that spelled with a d or a p?*

Disagreeing politely: *I don't really agree; Actually, I have a different idea; Sorry, but I have to disagree; I'm not quite sure about that.*

Encourage listeners to ask questions during the presentations and offer their opinions after.

D Remind students that when offering feedback, start with some praise.



YOUR TURN Answers will vary

A You are going to plan and give a short presentation to a partner about a problem in your neighborhood, city, or country. Use some or all the questions below to make some notes.

What place are you going to talk about?

What exactly is the problem?

How can the problem be solved in your opinion?

What steps need to be taken?

B Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful phrases

Qualities of a neighborhood:	*clean streets, affordable housing, heavy traffic, reliable public transportation, friendly neighbors, high crime, good nightlife, green space*
Giving opinions:	*I think/believe/feel that … / To me, … / In my opinion, …*
Making Suggestions:	*We should … / Maybe we can … / One thing we could do is …*
Describing steps:	*Firstly, … / Secondly, … / Thirdly, …*

C Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from Units 1–12. As you listen, check [✓] each skill your partner uses.

The speaker …
- introduces himself/herself ☐
- gets the audience's attention ☐
- uses effective body language ☐
- introduces his or her topic ☐
- uses effective hand gestures ☐
- involves the audience ☐
- gives some statistics ☐
- shows enthusiasm ☐
- pauses effectively ☐
- paraphrases key points ☐
- uses visuals ☐
- thanks the audience ☐

D Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

That was great. You paused effectively, and you used great visuals. But you didn't look at the audience enough.

140

Workbook Answer Key

UNIT 1

1A

VOCABULARY

A **1.** rock; **2.** horror movies; **3.** classical; **4.** science fiction; **5.** country; **6.** romantic; **7.** action; **8.** jazz
B Answers will vary

LISTENING

A **1.** b; **2.** a
B funny; entertaining

COMMUNICATION

A **1.** b; **2.** d; **3.** e; **4.** c; **5.** a
B Answers will vary

1B

LANGUAGE FOCUS

A **1.** doesn't; **2.** do; **3.** likes; **4.** is; **5.** hate
B **1.** d; **2.** a; **3.** c; **4.** b
C **1.** do you like; **2.** do; **3.** don't like it

LISTENING FOCUS

B **1.** possessive; **2.** contraction; **3.** contraction; **4.** possessive
C **1.** c; **2.** a; **3.** c

1C

READING

A b
B **1.** Gambia; **2.** London; **3.** kora; **4.** professionally; **5.** African

LISTENING

A c
B **1.** F; **2.** T; **3.** T; **4.** F; **5.** T
C Answers will vary

VOCABULARY BUILDING

A **1.** traditional; **2.** bands; **3.** modern; **4.** create
B **1.** handed down the tradition; **2.** rich tradition; **3.** break with tradition

1D

TED PLAYLIST

A b
B **1.** Dong Woo Jang and Steve Jurvetson; **2.** It helps him calm down after a long day at school.; **3.** Tomonari Ishiguro
C **1.** wins; **2.** toy; **3.** smaller

1E

WRITING

B Answers will vary
C Answers will vary

UNIT 2

2A

VOCABULARY

A **1.** bus pass; **2.** coffee; **3.** shirts; **4.** haircut
B **1.** have a coffee; **2.** a jacket; **3.** concert; **4.** camera

LISTENING

A b
B **1.** shirt; **2.** shoes; **3.** 15; **4.** 50; **5.** pants

COMMUNICATION

A **1.** never; **2.** twice a week; **3.** sure; **4.** usually; **5.** always
B Answers will vary

2B

LANGUAGE FOCUS

A 1; 3; 4
B **1.** Do you ever shop on Main Street?; **3.** How often do you buy shoes?; **4.** I hardly ever get a haircut.
C **1.** a; **2.** b; **3.** a; **4.** a

LISTENING FOCUS

B One syllable: buy, gas, mall, pay, shop
Two syllables: habit, money, outfit, shopping, spending
C **1.** collect; **2.** haircut; **3.** movie; **4.** discuss; **5.** concerts; **6.** begin

2C

READING

A **1.** gave up shopping; **2.** year; **3.** save the environment
B **1.** toiletries; **2.** environment; **3.** never used; **4.** gifts; **5.** 5,000; **6.** time

LISTENING

A b
B 2; 3; 5
C Answers will vary

VOCABULARY BUILDING

A **1.** d; **2.** c; **3.** a; **4.** e; **5.** b
B **1.** produce; **2.** production; **3.** productive

2D

TED PLAYLIST

A a
B **1.** stuff; **2.** throw away; **3.** smaller; **4.** one use; **5.** expensive; **6.** things; **7.** other people; **8.** doesn't
C **1.** stuff; **2.** debt; **3.** lottery

2E

B Answers will vary
C Answers will vary

UNIT 3

3A

VOCABULARY

A **1.** e; **2.** d; **3.** b; **4.** h; **5.** a; **6.** g; **7.** c; **8.** f
B Answers will vary

LISTENING

A c
B What does he like about his job?: pay; people
What does he not like about his job?: long hours; hard work

COMMUNICATION

A **1.** a; **2.** b; **3.** a; **4.** b
B Answers will vary. Sample answers: **1.** Do you have a job?; **2.** Where do you work?; **3.** What do you like about your job?

3B

LANGUAGE FOCUS

A **1.** do; **2.** do; **3.** don't; **4.** I'd; **5.** don't like
B **1.** a; **2.** a; **3.** b; **4.** a
C **1.** Do you have a job?; **2.** What do you do every day?; **3.** What don't you like about your job?; **4.** What do you like about your job?; **5.** What's your dream job?

LISTENING FOCUS

B **1.** A: Do you have a job?
2. A: Oh, great. So what do you do?
3. A: Mm, that's interesting. Do you like your job?
4. A: So, what don't you like about your job?
C **1.** a; **2.** b; **3.** a

3C

READING

A c
B **a.** 2; **b.** 5; **c.** 6; **d.** 4; **e.** 1; **f.** 3

LISTENING

A c
B 1; 3; 4
C Answers will vary

VOCABULARY BUILDING

A **1.** struggle; **2.** spend time; **3.** career; **4.** quit; **5.** routine
B **1.** b; **2.** c; **3.** a

3D

TED PLAYLIST

A **a.** 2; **b.** 1; **c.** 3
B **1.** Camille Seaman; **2.** excited; **3.** none; **4.** Because the ice is melting
C **1.** a; **2.** b; **3.** a; **4.** a

3E

WRITING

B Answers will vary
C Answers will vary

UNIT 4

4A

VOCABULARY

A **1. b.** decisions; **2. a.** soccer; **b.** video games; **3. a.** advice; **b.** directions; **4. a.** notes; **b.** tests
B **1.** making friends; **2.** taking a photo; **3.** playing tennis; **4.** giving a presentation

LISTENING

A b
B **1.** 2004; **2.** ten, one week; **3.** grouping them together; **4.** books

COMMUNICATION

A **1.** very nice; **2.** that good; **3.** terrible; **4.** not bad
B Answers will vary

4B

A **1.** d; **2.** a; **3.** b; **4.** c
B **1.** Do you know how to drive a car?; **2.** Are you good at taking photos?; **3.** Can you swim underwater?
C **1.** No, he can't.; **2.** No, she isn't.; **3.** Yes, he is.; **4.** No, she can't.

LISTENING FOCUS

B **1.** c; **2.** d; **3.** b; **4.** a; **5.** e; **6.** f
C **1.** b; **2.** a; **3.** a; **4.** a; **5.** a; **6.** b

4C

READING

A a
B **1.** a; **2.** b

LISTENING

A c
B **1.** **a.** 2; **b.** 3; **c.** 1
2. c
C Turn your hobby into a job.; Share your talent on the Internet.; Make a product using your hobby.

VOCABULARY BUILDING

A **1.** tournaments; **2.** stress; **3.** injury; **4.** advertisements; **5.** retire
B **1.** hidden talent; **2.** raw talent; **3.** talent show

4D

TED PLAYLIST

A c
B **1.** c; **2.** a; **3.** b
C **1.** achievement; **2.** team; **3.** find out

4E

WRITING

B Answers will vary
C Answers will vary

UNIT 5

5A

VOCABULARY

A **1.** fun; **2.** light; **3.** fast; **4.** modern; **5.** expensive; **6.** easy to use; **7.** thin; **8.** strong
B Answers will vary

LISTENING

A **1.** b; **2.** a
B **1.** Internet; **2.** clear; **3.** thin; **4.** expensive; **5.** heavy

COMMUNICATION

A **a.** 2; **b.** 6; **c.** 5; **d.** 1; **e.** 3; **f.** 4
B Answers will vary

5B

LANGUAGE FOCUS

A **1.** a; **2.** a; **3.** b
B **1.** many; **2.** much; **3.** many; **4.** much
C **1.** a; **2.** b; **3.** a

LISTENING FOCUS

B **1.** b; **2.** c; **3.** d; **4.** a
C **1.** b; **2.** b; **3.** a; **4.** b

5C

READING

A c
B **1.** Atlas; **2.** three; **3.** blades; **4.** five; **5.** pilot; **6.** bicycle; **7.** pedals

LISTENING

A a
B **1.** F; **2.** T; **3.** T; **4.** F
C Answers will vary

VOCABULARY BUILDING

A **1.** parachute; **2.** engine; **3.** fuel; **4.** steer; **5.** equipment
B **1.** engineering; **2.** search engine; **3.** engine trouble

5D

TED PLAYLIST

A a
B Eustace and Truglia: c; Gegenschatz and Eustace: a; Gegenschatz: d; Truglia: e; All: b
C **1.** stunt; **2.** oxygen; **3.** protect

5E

WRITING

B Answers will vary
C Answers will vary

UNIT 6

6A

VOCABULARY

A **1.** money; **2.** friends; **3.** pressure, stress; **4.** health
B Answers will vary

LISTENING

A **1.** b; **2.** a
B **1.** long hours; **2.** losing; **3.** loss; **4.** short; **5.** relaxing hobby

COMMUNICATION

A **a.** 3; **b.** 1; **c.** 5; **d.** 2; **e.** 4
B Answers will vary

6B

LANGUAGE FOCUS

A 2; 3; 4
B 2 Then listen to some relaxing music.; 3 Take a deep breath when you feel stressed.; 4 Do something relaxing after your exam.
C **1.** before; **2.** after; **3.** when; **4.** before

LISTENING FOCUS

B **1.** math

2. Spanish

3. Rachel

4. Sunday

5. sister

C **1.** b; **2.** a; **3.** b; **4.** a

6C

READING

A c
B **1.** e; **2.** d; **3.** c; **4.** f; **5.** a

LISTENING

A b
B **1.** b; **2.** a; **3.** b
C **1.** BH; **2.** B; **3.** H

VOCABULARY BUILDING

A **1.** a; **2.** b; **3.** a; **4.** a; **5.** a
B **1.** out of focus; **2.** comes into focus; **3.** main focus

6D

TED PLAYLIST

A a
B **1.** a; **2.** b; **3.** a
C **1.** enormous; **2.** wheelchair; **3.** limitation

6E

WRITING

B Answers will vary
C Answers will vary

UNIT 7

7A

VOCABULARY

A **1.** d; **2.** e; **3.** g; **4.** a; **5.** h; **6.** b; **7.** f; **8.** c
B Answers will vary

LISTENING

A a
B **1.** short; **2.** long; **3.** wears; **4.** attractive; **5.** friendly

COMMUNICATION

A **1.** just like; **2.** really different from; **3.** extremely; **4.** Neither of us
B Answers will vary

7B

LANGUAGE FOCUS

A **1.** b; **2.** b; **3.** b; **4.** a; **5.** a
B **1.** D; **2.** S; **3.** S; **4.** D
C **1.** b; **2.** a; **3.** b

LISTENING FOCUS

B **1.** a; **2.** b; **3.** a; **4.** a; **5.** b
C A: I'm
B: you'll
B: don't

7C

READING

A **1.** d; **2.** b; **3.** c; **4.** a
B **1.** a; **2.** b; **3.** b

LISTENING

A **1.** job interview; **2.** confident; **3.** body language
B **1.** b; **2.** a; **3.** b
C 1; 3

VOCABULARY BUILDING

A **1.** withdraw; **2.** self-esteem; **3.** issue; **4.** properly; **5.** avoid
B **1.** self-help; **2.** self-doubt; **3.** self-confident

7D

TED PLAYLIST

A a
B **1.** Megan Washington, Joe Kowan; **2.** Joe Kowan
C **1.** technique; **2.** beat; **3.** reveal

7E

WRITING

B Answers will vary
C Answers will vary

UNIT 8

8A

VOCABULARY

A **1.** d; **2.** g; **3.** a; **4.** c; **5.** h; **6.** b; **7.** e; **8.** f
B **1.** deep; **2.** high; **3.** wide; **4.** long; **5.** dry

LISTENING

A **1.** a; **2.** b; **3.** a

COMMUNICATION

A **1.** I'm really excited about it!; **2.** Venice is the most interesting city in the world.; **3.** I hear that Tuscany is the most scenic city.
B Answers will vary

8B

LANGUAGE FOCUS

A **1.** The Pacific Ocean is bigger **than** the Indian Ocean.; **2.** Mount Everest is the **most** famous mountain in the world.;
3. I think Australia's beaches are **nicer** than Europe's beaches.
B **1.** Taipei is warmer than Mexico City.; **2.** Vancouver is the coldest city.; **3.** Vancouver is smaller than Taipei.
C **1.** a; **2.** b; **3.** b

LISTENING FOCUS

B **1.** c; **2.** d; **3.** a; **4.** b; **5.** f; **6.** e
C **1.** going to; **2.** Let me; **3.** want to; **4.** sort of; **5.** got to; **6.** gimme

8C

READING

A b
B **1.** b; **2.** d; **3.** c; **4.** a

LISTENING

A b
B **1.** a; **2.** b; **3.** a
C c

VOCABULARY BUILDING

A **1.** plateau; **2.** populated; **3.** contrast; **4.** landscape; **5.** species
B **1.** population; **2.** popularity; **3.** popularize

8D

TED PLAYLIST

A a
B **1.** c; **2.** a; **3.** b
C **1.** b; **2.** c; **3.** a

8E

WRITING

B Answers will vary
C Answers will vary

UNIT 9

9A

VOCABULARY

A **1.** finish; **2.** into; **3.** run; **4.** won; **5.** got; **6.** passed; **7.** start; **8.** gave
B Answers will vary

LISTENING

A c
B **1.** cycled; **2.** 80; **3.** 563; **4.** 50; **5.** 50; **6.** inspired

COMMUNICATION

A **1.** b; **2.** a; **3.** b
B Answers will vary

9B

LANGUAGE FOCUS

A **1.** became; **2.** took; **3.** spent

B **1.** Yes, they were.; **2.** No, he wasn't.; **3.** Yes, he did.; **4.** No, they didn't.

C **1.** didn't like; **2.** ran; **3.** was; **4.** finished; **5.** didn't finish

LISTENING FOCUS

B **1.** /t/; **2.** /ɪd/; **3.** /d/; **4.** /t/

C

/ɪd/	/t/	/d/
lifted	liked	climbed
greeted	hoped	skied

9C

READING

A c

B **1.** Atlantic Ocean; **2.** oceans; **3.** North Pole; **4.** highest; **5.** Achieving the Impossible

LISTENING

A a

B **1.** b; **2.** c; **3.** a; **4.** d

C Answers will vary

VOCABULARY BUILDING

A **1.** c; **2.** a; **3.** e; **4.** f; **5.** b; **6.** d

B **1.** b; **2.** c; **3.** a

9D

TED PLAYLIST

A **1.** b; **2.** c; **3.** a

B **1.** a; **2.** b

C **1.** lifelong goal; **2.** solo; **3.** altitude

9E

WRITING

B Answers will vary

C Answers will vary

UNIT 10

10A

VOCABULARY

A **1.** e; **2.** a; **3.** b; **4.** c; **5.** f; **6.** d

B Answers will vary

LISTENING

A c

B **1.** O; **2.** O; **3.** B; **4.** N; **5.** O; **6.** N

COMMUNICATION

A **1.** a; **2.** a; **3.** b

B Answers will vary

10B

LANGUAGE FOCUS

A **1.** How about finding a new place?; **2.** Why don't you take the train?; **3.** One thing we could do is share an apartment.

B **Answers will vary**

C **1.** c; **2.** a; **3.** b

LISTENING FOCUS

B Ten years ago, / my family moved to this neighborhood / because it was cheap. / It had a bit of a crime problem / and it wasn't very safe. / In my opinion, / things have improved a lot. / It's now a really safe neighborhood / with clean streets and excellent schools.

C **1.** b; **2.** b; **3.** c; **4.** a

10C

READING

A c

B **1.** walls; **2.** inspire; **3.** poor; **4.** artists; **5.** express themselves

LISTENING

A a

B **1.** pollution; **2.** festival; **3.** cultural activities; **4.** visited

C Brownsville: b; Providence: c; Both: a, d, e

VOCABULARY BUILDING

A **1.** residents; **2.** block; **3.** location; **4.** stage; **5.** renovate; **6.** decline

B **1.** appreciate; **2.** fascinates; **3.** celebrate

10D

TED PLAYLIST

A a

B **1.** Fez; **2.** hang out; **3.** village; **4.** built a school; **5.** clay and wood; **6.** New Orleans; **7.** neighbors

C **1.** as it was; **2.** designing

10E

WRITING

B Answers will vary

C Answers will vary

UNIT 11

11A

VOCABULARY

A **1.** shapes; **2.** landscape; **3.** a camera; **4.** striking; **5.** perspective; **6.** weird; **7.** pictures
B Answers will vary

LISTENING

A a
B **1.** landscape; **2.** perspective; **3.** bright; **4.** portrait; **5.** stunning; **6.** no

COMMUNICATION

A **1.** Hey, what do you think of this photo?; **2.** I like the colors.; **3.** That's one of the most stunning shots I've ever seen!
B Answers will vary

11B

LANGUAGE FOCUS

A **1.** think; **2.** feel; **3.** seems, looks like
B Answers will vary
C **1.** a; **2.** b; **3.** a

LISTENING FOCUS

B butter; letter; exciting; writer
C **1.** eighty; **2.** lot; **3.** little; **4.** water; **5.** metal

11C

READING

A a
B **1.** c; **2.** d; **3.** b; **4.** a

LISTENING

A b
B **1.** b; **2.** c; **3.** c
C Answers will vary

VOCABULARY BUILDING

A **1.** shadow; **2.** capture; **3.** amateur; **4.** enhance; **5.** dawn
B **1.** Dawned on; **2.** from dawn to dusk; **3.** from the dawn of time

11D

TED PLAYLIST

A c
B Freeman: e; Lupashin: d; Peschak: b; Freedman and Lupashin: a; All: c
C **1.** impressive; **2.** in the ocean; **3.** allows, want

11E

WRITING

B Answers will vary
C Answers will vary

UNIT 12

12A

VOCABULARY

A **1.** take, eat; **2.** drink, eat; **3.** eat, get; **4.** get; **5.** wash; **6.** do; **7.** eat, avoid; **8.** brushes, uses
B Answers will vary

LISTENING

A **1.** a; **2.** b
B **1.** fitness trainer; **2.** smartphone; **3.** fitness tracker; **4.** walk or run; **5.** fitness tracker; **6.** apps

COMMUNICATION

A **1.** a; **2.** b; **3.** a
B **1.** apparently; **2.** How come?; **3.** good for you; **4.** if

12B

LANGUAGE FOCUS

A **1.** eat; **2.** avoids; **3.** drink
B sleep well — feel less tired
eat unhealthy food — gain weight
exercise — heart rate increases
(Answers will vary)
C **1.** a; **2.** a; **3.** b; **4.** a

LISTENING FOCUS

B **1.** An exercise buddy can make working out more fun.;
2. You should always wash your hands before meals.;
3. You can easily gain weight if you eat late-night snacks.
C **1.** friend often; **2.** says it; **3.** this is; **4.** minutes after

12C

READING

A a
B **1.** bacteria; **2.** softens; **3.** hard; **4.** cracks; **5.** hard;
6. scratch/damage

LISTENING

A c
B **1.** candy, fruit; **2.** cheese; **3.** gently; **4.** varied
C Answers will vary

VOCABULARY BUILDING

A **1.** prevent; **2.** global; **3.** frequently; **4.** spread; **5.** vital
B **1.** global; **2.** globe; **3.** globalization

12D

TED PLAYLIST

A b
B **1.** eating; **2.** new; **3.** short; **4.** think carefully about;
5. habits; **6.** lives
C **1.** adopting; **2.** dieting; **3.** rules

12E

WRITING

B Answers will vary
C Answers will vary

Audio and Video Scripts

UNIT 1

1.1 TED TALK PREVIEW CLIP

[music only, first 45 seconds from Sleepy Man Banjo Boys TED Talk]

1.2 LISTENING

Hi, my name's Philip and I'm from Oldham, a town in the north of England.

My passion in life is music. I love listening to music but I also like writing and recording my own songs.

I have quite a big collection of musical instruments:

[Phil plays a bass guitar]

[Phil plays a mandolin]

[Phil plays a ukulele]

[Phil plays an acoustic guitar]

and four electric guitars. This one is my favorite. [Phil plays an electric guitar]

I don't have a favorite kind of music. I like rock, country, jazz, classical—anything that's good really.

Right now, I'm a member of an Irish folk band. I play the bass guitar and mandolin. We usually play traditional Irish folk. Here, let me give you an example:

[Irish music plays]

1.5 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

A: Hey, this chart is pretty interesting. Look.

B: Yeah? What does it show?

A: Well, it shows how popular different types of music are with different age groups. Look, you can see that classical music is popular with people over 55.

B: Well, my grandmother's a bit different. She doesn't like classical music at all. She loves pop.

A: Pop? Really?

B: Yeah. Her favorite band is One Direction.

A: Wow! That's cool. Well, what kind of music do you like? You're 20. The chart says rap and hip-hop are popular with your age group.

B: Well, that's kind of right. I like rap and hip hop. But I really love pop. I guess I'm similar to my grandmother.

1.9 TED TALK

Robbie Mizzone: Thank you.

Tommy Mizzone: Thank you very much. We're so excited to be here. It's such an honor for us. Like he said, we're three brothers from New Jersey—you know, the bluegrass capital of the world. We discovered bluegrass a few years ago, and we fell in love with it. We hope you guys will, too.

RM: I'm just going to take a second to introduce the band. On guitar is my 15-year-old brother Tommy. On banjo is 10-year-old Jonny. He's also our brother. And I'm Robbie, and I'm 14, and I play the fiddle.

[. . .] I'm also going to explain, a lot of people want to know where we got the name Sleepy Man Banjo Boys from. So it started when Jonny was little, and he first started the banjo, he would play on his back with his eyes closed, and we'd say it looked like he was sleeping.

[Music]

TM: Thank you very much.

RM: Thank you.

UNIT 2

2.1 TED TALK PREVIEW CLIP

I'm Jessi, and this is my suitcase. But before I show you what I've got inside, I'm going to make a very public confession, and that is, I'm outfit-obsessed. I love finding, wearing, and more recently, photographing and blogging a different, colorful, crazy outfit for every single occasion. But I don't buy anything new.

2.2 LISTENING

Well, one thing I spend a lot of money on is eating out. I love finding new restaurants and going there with my friends.

We don't usually go to expensive places, but I eat out about 2 or 3 times a week. I guess that's quite a lot of money every month.

Also, I often spend money on concert tickets. I like to go to concerts and music festivals. I go at least once a month.

Tickets are usually very expensive so I spend a lot of money on them. But I really like going to concerts so it's okay.

Some of my friends spend quite a lot on their cell phones—but I don't. I'm usually very busy during the day so I don't spend much time on my phone.

Also, I don't like using it so much. I prefer to talk to people face-to-face.

2.5 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

A: Hey, look at this chart. It says that the average teenager spends 29% of their money on clothes!

B: Hmmm. Well that's probably true for me. I go shopping for clothes every weekend.

A: Really? Not me. I hardly ever buy new clothes.

B: So what do you spend your money on then?

A: I spend a lot on books, actually. I love reading.

B: Yeah? How often do you buy books?

A: Hmmm. I buy about two or three new books every week.

B: Wow! I guess you usually buy them second-hand?

A: No, hardly ever, actually. I prefer to buy new ones.

2.9 TED TALK PART 1

I'm Jessi, and this is my suitcase. But before I show you what I've got inside, I'm going to make a very public confession, and that is, I'm outfit-obsessed. I love finding, wearing, and more recently, photographing and blogging a different, colorful, crazy outfit for every single occasion. But I don't buy anything new. I get all my clothes secondhand from flea markets and thrift stores. Aww, thank you.

Secondhand shopping allows me to reduce the impact my wardrobe has on the environment and on my wallet. I get to meet all kinds of great people; my dollars usually go to a good cause; I look pretty unique; and it makes shopping like my own personal treasure hunt. I mean, what am I going to find today? Is it going to be my size? Will I like the color? Will it be under $20? If all the answers are yes, I feel as though I've won.

2.10 TED TALK PART 2

And I'd really love to show you my week's worth of outfits right now. Does that sound good? [Applause]

So let's start with Sunday. I call this "Shiny Tiger." You do not have to spend a lot of money to look great. You can almost always look phenomenal for under $50.

Monday: Color is powerful. It is almost physiologically impossible to be in a bad mood when you're wearing bright red pants. [Laughter] If you are happy, you are going to attract other happy people to you.

Tuesday: Fitting in is way overrated. I've spent a whole lot of my life trying to be myself and at the same time fit in. Just be who you are.

Wednesday: Embrace your inner child. Sometimes people tell me that I look like I'm playing dress-up, or that I remind them of their seven-year-old. I like to smile and say, "Thank you."

Thursday: Confidence is key. If you think you look good in something, you almost certainly do. And if you don't think you look good in something, you're also probably right.

Friday: A universal truth—five words for you: Gold sequins go with everything.

And finally, Saturday: Developing your own unique personal style is a really great way to tell the world something about you without having to say a word. It's been proven to me time and time again as people have walked up to me this week simply because of what I'm wearing, and we've had great conversations.

So obviously this is not all going to fit back in my tiny suitcase. So before I go home to Brooklyn, I'm going to donate everything back. Because the lesson I'm trying to learn myself this week is that it's okay to let go. I don't need to get emotionally attached to these things because around the corner, there is always going to be another crazy, colorful, shiny outfit just waiting for me, if I put a little love in my heart and look.

Thank you very much. Thank you.

UNIT 3

3.1 TED TALK PREVIEW CLIP

I would love to give you a little perspective on what a day in my life can look like.

[Video] Man: I mean, I know we were hoping for good waves, but I don't think anybody thought that was going to happen. I can't stop shaking. I am so cold.

3.3 LISTENING

Interviewer: So, Richard, can you tell us about your job. What do you do?

Richard: I'm a TV host and journalist. The TV hosting part of my career has always been in sport, usually soccer. I've presented live matches in the Premier League, European Champions League, the FA Cup and World Cup, as well as international games.

Interviewer: What do you like about your job?

Richard: The best thing is that I'm working in sport—which is my life and passion. I really enjoy going to work. Working on live matches is really exciting. I've also been able to meet some famous people, including two of my biggest sporting heroes, Lennox Lewis and Ian Botham, and I've interviewed people like Usain Bolt and David Beckham.

Interviewer: Wow, cool! Is there anything you don't like about your job?

Richard: Well, it is sometimes tiring, especially when I need to work in the middle of the night. For example, during the World Cup in 2014, I went to work at 10 p.m. and came home at 8 a.m. the following day. However, I would have to say that it was the best experience of my working life.

Interviewer: And what do you do in your free time, when you're not working?

Richard: I go to the gym nearly every day before I start work, and I play soccer at weekends. I would like to play more than one game a week, but my body simply can't handle it! I also like to travel as much as possible. There are so many interesting places to visit in this part of the world.

3.6 INFOGRAPHIC CONVERSATION

A: So, what do you do for a living?

B: Oh, I'm a journalist for a local newspaper.

A: Mmm. Sounds great!

B: Really? It's not actually.

A: Oh? What don't you like about it?

B: Well, the pay is OK, but I really don't like the hours. They're terrible. I start work at 7 a.m. every day and usually finish at around 8 p.m.

A: Wow! That's tough. So, what's your dream job?

B: My dream job? Well, I think I'd really like to be a charity worker. You know, I'd love to do something to help other people.

3.10 TED TALK PART 1

So if I told you that this was the face of pure joy, would you call me crazy? I wouldn't blame you, because every time I look at this Arctic selfie, I shiver just a little bit. I want to tell you a little bit about this photograph.

I was swimming around in the Lofoten Islands in Norway, just inside the Arctic Circle, and the water was hovering right at freezing.

[. . .] Now, before we get into the why would anyone ever want to surf in freezing cold water, I would love to give you a little perspective on what a day in my life can look like.

[Video] Man: I mean, I know we were hoping for good waves, but I don't think anybody thought that was going to happen. I can't stop shaking. I am so cold.

3.11 TED TALK PART 2

So, surf photographer, right? I don't even know if it's a real job title, to be honest. My parents definitely didn't think so when I told them at 19 I was quitting my job to pursue this dream career: blue skies, warm tropical beaches, and a tan that lasts all year long.

I mean, to me, this was it. Life could not get any better. Sweating it out, shooting surfers in these exotic tourist destinations. But there was just this one problem. You see, the more time I spent traveling to these exotic locations, the less gratifying it seemed to be. I set out seeking adventure, and what I was finding was only routine.

[. . .] There's only about a third of the Earth's oceans that are warm, and it's really just that thin band around the equator. So if I was going to find perfect waves, it was probably going to happen somewhere cold, where the seas are notoriously rough, and that's exactly where I began to look. And it was my first trip to Iceland that I felt like I found exactly what I was looking for.

I was blown away by the natural beauty of the landscape, but most importantly, I couldn't believe we were finding perfect waves in such a remote and rugged part of the world.

[. . .] And I realized, all this shivering had actually taught me something: In life, there are no shortcuts to joy. Anything that is worth pursuing is going to require us to suffer just a little bit, and that tiny bit of suffering that I did for my photography, it added a value to my work that was so much more meaningful to me than just trying to fill the pages of magazines.

[. . .] So I look back at this photograph. It's easy to see frozen fingers and cold wetsuits and even the struggle that it took just to get there, but most of all, what I see is just joy.

Thank you so much.

3.15 COMMUNICATE

1. I don't work in an office.
2. I meet new people every day.
3. I never work at night.
4. I always work outside.
5. I teach people how to do something.

UNIT 4

4.1 TED TALK PREVIEW CLIP

I'd like to give you guys a bit of a demonstration about what I do.

[Beatboxing]

4.2 LISTENING

Okotanpe is from Japan. He has a unique ability.

Okotanpe is a contact juggler—and he's very good at it.

He has many popular videos on YouTube that show his amazing skills.

Contact juggling is different to normal juggling. You don't throw the balls in the air—instead the ball always touches, and rolls around your body.

The balls look like bubbles, but actually they are hard and made of plastic.

If you're good at contact juggling, like Okotanpe, you can make the ball look like it's floating.

But you need to practice a lot—Okotanpe practices for several hours every day.

Okotanpe can also do magic tricks with the balls—and he can make it look very easy.

4.5 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

A: Are you still thinking about changing your career?

B: I'm thinking about it, yes.

A: There are some fun jobs here. How about becoming a pearl diver?

B: A pearl diver? Haha. Well it sounds fun, but I can't swim.

A: Oh, that's a shame.

B: How about you? You're good at swimming.

A: Yeah, but I can't swim underwater very well.

B: I see. Are there any other jobs there?

A: How about becoming a voice artist?

B: Actually, that's not such a bad idea. I can speak in funny voices.

A: Well, why not give it a try!

4.9 TED TALK PART 1

We're going to take it back, way back, back into time. [Beatboxing: "Billie Jean"]

♬ Billie Jean is not my lover

♬ She's just a girl who claims that I am the one

♬ But the kid is not my son

[Applause] All right.

Wassup.

Thank you very much, TEDx.

If you guys haven't figured it out already, my name's Tom Thum, and I'm a beatboxer, which means all the sounds that you just heard were made entirely using just my voice, and the only thing was my voice. And I can assure you there are absolutely no effects on this microphone whatsoever.

And I'm very, very stoked [Applause] You guys are just applauding for everything. It's great. Look at this, Mom! I made it!

[. . .] You know, I'm from Brisbane, which is a great city to live in. Yeah! All right! Most of Brisbane's here. That's good. [Laughter] You know, I'm from Brissy, which is a great city to live in, but, you know, let's be honest—it's not exactly the cultural hub of the Southern Hemisphere. So I do a lot of my work outside Brisbane and outside Australia, and so the pursuit of this crazy passion of mine has enabled me to see so many amazing places in the world.

4.10 TED TALK PART 2

I would like to share with you some technology that I brought all the way from the thriving metropolis of Brisbane. These things in front of me here are called Kaoss Pads, and they allow me to do a whole lot of different things with my voice. For example, the one on the left here allows me to add a little bit of reverb to my sound, which gives me that—[Trumpet]—flavor. [Laughter] And the other ones here, I can use them in unison to mimic the effect of a drum machine or something like that. I can sample in my own sounds and I can play it back just by hitting the pads here. [Noises] TEDx.

[Music]

I got way too much time on my hands.

And last but not least, the one on my right here allows me to loop loop loop loop loop loop loop loop my voice.

4.11 TED TALK PART 3

So with all that in mind, ladies and gentlemen, I would like to take you on a journey to a completely separate part of Earth as I transform the Sydney Opera House into a smoky downtown jazz bar. All right boys, take it away.

[Music]

Ladies and gentlemen, I'd like to introduce you to a very special friend of mine, one of the greatest double bassists I know. Mr. Smokey Jefferson, let's take it for a walk. Come on, baby.

[Music]

All right, ladies and gentlemen, I'd like to introduce you to the star of the show, one of the greatest jazz legends of our time. Music lovers and jazz lovers alike, please give a warm hand of applause for the one and only Mr. Peeping Tom. Take it away.

[Music]

Thank you. Thank you very much.

UNIT 5

5.1 TED TALK PREVIEW CLIP

[45 seconds footage of Yves Rossy flying]

5.2 LISTENING

In 2015, Sam Cossman visited Vanuatu on a project to study an active volcano.

Cossman and his team learned a lot about this amazing place. They also took some great photos and made an incredible video.

To get images like these, the team used drones.

They put cameras onto the drones and flew them close to the center of the volcano.

Not all of the drones survived. Some drones crashed into the volcano and others were destroyed by the intense heat. But the team were still able to get the pictures they wanted.

The drones were really important to the success of the mission. Cossman believes that new technology is changing the way we explore.

He also used a special suit to get close to the volcano and take a look by himself.

The suit can cope with temperatures of up to 1,600 degrees Celsius.

Cossman says that while the experience was "terrifying," it also made him truly feel alive.

5.5 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: Are those smart glasses you're wearing?

B: Yeah.

A: Wow, I've never seen any before. What do you use them for?

B: I use them mainly to take pictures. I take one every hour. It's kind of like a diary.

A: That's cool. The only wearable tech I have is my fitness band.

B: Yeah, what does it do?

A: It can track my heart rate when I do exercise. It also tells me how far I've walked each day.

B: That sounds pretty useful.

5.9 TED TALK PART 1

Narrator: Many of the tests are conducted while Yves is strapped into the wing, because Yves' body is an integral part of the aircraft.

The wing has no steering controls, no flaps, no rudder. Yves uses his body to steer the wing.

When he arches his back, he gains altitude. When he pushes his shoulders forward, he goes into a dive.

Commentator One: There he goes. There is Yves Rossy. And I think the wing is open. The wing is open. So our first critical moment, it's open. He is down. Is he flying?

Commentator Two: It looks like he's stabilized. He's starting to make his climb.

Commentator One: There's that 90 degree turn you're talking about. He's out over the channel. There is Yves Rossy. There is no turning back now. He is over the English Channel and under way. Ladies and gentlemen, a historic flight has begun.

There he is. Yves Rossy has landed in England.

Bruno Giussani: And now he's in Edinburgh. Yves Rossy! [Applause]

5.10 TED TALK PART 2

Text on slide: What is it like up there?

Yves Rossy: It's fun. It's fun. [Laughter] I don't have feathers. But I feel like a bird sometimes. It's really an unreal feeling, because normally you have a big thing, a plane, around you. And when I strap just this little harness, this little wing, I really have the feeling of being a bird.

Text on slide: How did you become Jetman?

YR: It was about 20 years ago, when I discovered free falling. When you go out of an airplane, you are almost naked. You take a position like that. And especially when you take a tracking position, you have the feeling that you are flying. And that's the nearest thing to the dream. You have no machine around you. You are just in the element. It's very short and only in one direction.

Text on slide: What's your top speed?

YR: It's about 300 km per hour before looping. That means about 190 miles per hour.

Text on slide: What's the weight of your equipment?

YR: When I exit full of kerosene, I'm about 55 kilos. I have 55 kilos on my back.

Text on slide: What's next for Jetman?

YR: First, to instruct a younger guy. I want to share it, to do formation flights. And I plan to start from a cliff, like catapulted from a cliff.

BG: So instead of jumping off a plane, yes?

YR: Yes, with the final goal to take off, but with initial speed. Really, I go step by step. It seems a little bit crazy, but it's not. It's possible to start already now, it's just too dangerous. [Laughter] Thanks to the increasing technology, better technology, it will be safe. And I hope it will be for everybody.

BG: Yves, thank you very much. Yves Rossy. [Applause]

UNIT 6

6.1 TED TALK PREVIEW CLIP

But I was not raised to think of myself as in any way remarkable. I have always regarded myself much like anyone else who navigates the dark unknowns of their own challenges. Is that so remarkable? I do not use my eyes, I use my brain.

6.3 LISTENING

When Vasu Sojitra was about 9 months old, he lost his right leg to a blood infection.

But even from a young age it was clear that Sojitra wasn't going to let his condition slow him down. He enjoyed sports, such as soccer, and also took up skateboarding.

However, when he was 10, Sojitra found his real passion—skiing. Sojitra taught himself because the ski school instructor had no idea how to teach him.

At first it was difficult, but Sojitra just kept trying and eventually he realized he was capable of doing anything.

Sojitra likes to ski in the backcountry. There are no ski lifts so he needs to get to the top of the mountains himself.

Although it's tiring, Sojitra loves the challenge. He always want to hike the highest mountain and get to the top of it.

And on the way down—it's so much fun! Sojitra skis just as fast as his skiing partners.

6.6 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: How are your exams going?

B: Not bad actually. I think I'm doing pretty well.

A: I don't know how you stay so relaxed about it all. I'm really stressed.

B: Well it's important to stay organized. I plan each day's work carefully and try to manage my time.

A: I do that too. But on the day of the exam I'm so stressed I can't think properly.

B: I always listen to relaxing music before an exam. That keeps me calm. And then, after the exam, I reward myself by going shopping. That gives me something to look forward to.

A: That sounds like a good idea. Perhaps I'll try it.

6.10 TED TALK PART 1

[Clicking]

[. . .] Many of you may have heard me clicking as I came onto the stage—[Clicking]—with my tongue. Those are flashes of sound that go out and reflect from surfaces all around me, just like a bat's sonar, and return to me with patterns, with pieces of information, much as light does for you. And my brain, thanks to my parents, has been activated to form images in my visual cortex, which we now call the imaging system, from those patterns of information, much as your brain does. I call this process flash sonar. It is how I have learned to see through my blindness, to navigate my journey through the dark unknowns of my own challenges.

6.11 TED TALK PART 2

But I was not raised to think of myself as in any way remarkable. I have always regarded myself much like anyone else who navigates the dark unknowns of their own challenges. Is that so remarkable? I do not use my eyes, I use my brain.

Now, someone, somewhere, must think that's remarkable, or I wouldn't be up here, but let's consider this for a moment.

Everyone out there who faces or who has ever faced a challenge, raise your hands. Whoosh. Okay. Lots of hands going up, a moment, let me do a head count. [Clicking] This will take a while. [Clicking] [Laughter] Okay, lots of hands in the air. Keep them up. I have an idea. Those of you who use your brains to navigate these challenges, put your hands down. Okay, anyone with your hands still up has challenges of your own. [Laughter]

6.12 TED TALK PART 3

So now I present to you a challenge. So if you'd all close your eyes for just a moment, okay? And you're going to learn a bit of flash sonar. I'm going to make a sound. I'm going to hold this panel in front of me, but I'm not going to move it. Just listen to the sound for a moment. Shhhhhhhhhh. Okay, nothing very interesting. Now, listen to what happens to that same exact sound when I move the panel. Shhhhhhhhhhh. [Pitch getting higher and lower]

Okay, now keep your eyes closed because, did you hear the difference? Okay. Now, let's be sure. For your challenge, you tell me, just say "now" when you hear the panel start to move. Okay? We'll relax into this.

Shhhhhhh.

Audience: Now.

Good. Excellent. Open your eyes. All right. So just a few centimeters, you would notice the difference. You've experienced sonar. You'd all make great blind people. [Laughter]

6.13 TED TALK PART 4

Let's have a look at what can happen when this activation process is given some time and attention.

[Video] Juan Ruiz: It's like you guys can see with your eyes and we can see with our ears.

Brian Bushway: It's not a matter of enjoying it more or less, it's about enjoying it differently.

Shawn Marsolais: It goes across.

Daniel Kish: Yeah.

SM: And then it's gradually coming back down again.

DK: Yes!

SM: That's amazing. I can, like, see the car. Holy mother!

J. Louchart: I love being blind. If I had the opportunity, honestly, I wouldn't go back to being sighted.

JR: The bigger the goal, the more obstacles you'll face, and on the other side of that goal is victory.

Now, do these people look terrified? Not so much. We have delivered activation training to tens of thousands of blind and sighted people from all backgrounds in nearly 40 countries. When blind people learn to see, sighted people seem inspired to want to learn to see their way better, more clearly, with less fear, because this exemplifies the immense capacity within us all to navigate any type of challenge, through any form of darkness, to discoveries unimagined when we are activated.

I wish you all a most activating journey.

Thank you very much.

UNIT 7

7.1 TED TALK PREVIEW CLIP

When is it suddenly not okay to love the way that we look? Because apparently we don't.

Ten thousand people every month google, "Am I ugly?"

7.2 LISTENING

Everybody says that my mom and I look very similar. My mom looks very young for her age, and sometimes people think that we're sisters.

We do look quite similar I suppose. We're both quite tall, we have the same eyes, and a similar smile.

Our personalities are similar, too. Neither of us are very talkative. We're both quite shy actually. And we both worry a lot—neither of us are very easy going.

But we have very different interests. My mom really likes sport, especially baseball. But I'm really not interested.

And my mom enjoys cooking, but I don't like it so much.

Actually my mom's a really good cook. I love the food she makes.

But I also like food from different countries, such as Thai food and Japanese food. My mom's a bit more traditional and usually prefers to eat Korean food.

7.4 INFOGRAPHIC

How happy are you with the way you look?

Tens of thousands of people from around the world recently answered this question. According to the results, Mexicans are the happiest with the way they look.

Turkey are in second place, followed by the Ukraine, Brazil, and then Argentina.

According to the survey, Japanese people are the least happy with their appearance. 38% of Japanese people said they were unhappy with the way they look.

7.5 INFOGRAPHIC CONVERSATION

It's interesting to see how people of different nationalities feel about their appearance. What's also really interesting is that using the same data we can also look at the differences between men and women.

Now you might think that the responses would be very different. Some people think that women have more body image issues than men—but the survey results don't really support that.

When we look at the results, across all countries, there is only a small difference between how men and women feel about how they look.

12% of both men and women said they were extremely happy with the way they look.

And at the other end of the scale, 14% of women said they were not very happy with their looks. 11% of men gave the same answer. Similarly, 4% of women said they were very unhappy, as did 3% of men.

7.9 TED TALK PART 1

When is it suddenly not okay to love the way that we look? Because apparently we don't.

Ten thousand people every month google, "Am I ugly?" This is Faye. Faye is 13 and she lives in Denver. And like any teenager, she just wants to be liked and to fit in. It's Sunday night. She's getting ready for the week ahead at school. And she's slightly dreading it, and she's a bit confused because despite her mom telling her all the time that she's beautiful, every day at school, someone tells her that she's ugly. Because of the difference between what her mom tells her and what her friends at school, or her peers at school are telling her, she doesn't know who to believe. So, she takes a video of herself. She posts it to YouTube and she asks people to please leave a comment: "Am I pretty or am I ugly?"

[. . .] Thousands of people are posting videos like this, mostly teenage girls, reaching out in this way. But what's leading them to do this?

Well, today's teenagers are rarely alone. They're under pressure to be online and available at all times, talking, messaging, liking, commenting, sharing, posting—it never ends.

[. . .] This always-on environment is training our kids to value themselves based on the number of likes they get and the types of comments that they receive. There's no separation between online and offline life. What's real or what isn't is really hard to tell the difference between.

7.10 TED TALK PART 2

Surely we want our kids to grow up as healthy, well balanced individuals. But in an image-obsessed culture, we are training our kids to spend more time and mental effort on their appearance at the expense of all of the other aspects of their identities. So, things like their relationships, the development of their physical abilities, and their studies and so on begin to suffer. Six out of 10 girls are now choosing not to do something because they don't think they look good enough.

[. . .] Thirty-one percent, nearly one in three teenagers, are withdrawing from classroom debate. They're failing to engage in classroom debate because they don't want to draw attention to the way that they look. One in five are not showing up to class at all on days when they don't feel good about it. And when it comes to exams, if you don't think you look good enough, specifically if you don't think you are thin enough, you will score a lower grade point average than your peers who are not concerned with this. And this is consistent across Finland, the U.S., and China, and is true regardless of how much you actually weigh. So to be super clear, we're talking about the way you think you look, not how you actually look.

7.11 TED TALK PART 3

We need to start judging people by what they do, not what they look like.

We can all start by taking responsibility for the types of pictures and comments that we post on our own social networks. We can compliment people based on their effort and their actions and not on their appearance.

[. . .] Ultimately, we need to work together as communities, as governments and as businesses to really change this culture of ours so that our kids grow up valuing their whole selves, valuing individuality, diversity, inclusion. We need to put the people that are making a real difference on our pedestals, making a difference in the real world.

[. . .] Right now, our culture's obsession with image is holding us all back. But let's show our kids the truth. Let's show them that the way you look is just one part of your identity and that the truth is we love them for who they are and what they do and how they make us feel. Let's build self-esteem into our school curriculums. Let's each and every one of us change the way we talk and compare ourselves to other people. And let's work together as communities, from grassroots to governments, so that the happy little one-year-olds of today become the confident changemakers of tomorrow. Let's do this.

UNIT 8

8.1 TED TALK PREVIEW CLIP

[music only, 45 seconds from Karen Bass's TED Talk]

Thank you so much for letting me share some images of our magnificent, wonderful Earth. Thank you for letting me share that with you.

8.3 LISTENING

Ross Donihue: Marty and I set out on an expedition to make the first print and interactive maps of Patagonia national park. This was a dream project. In Patagonia we wanted to explore as much of the park as we could.

Narrator: Patagonia is an area at the southern end of South America. It's shared by Chile and Argentina. It's a big place but only about 2 million people live there. It's usually very cool and dry. Creating a map of this place involves a lot of hiking. But the scenery makes it worthwhile.

RD: Look at that—it doesn't get much better than that—every day it's different.

What I love most about Patagonia is no two days are the same, the weather's constantly changing, the light is constantly changing. You never know what the sunrise or sunset or anything in between will hold. And then we get to come back and produce a beautiful map that represents this place and, you know, share that with other people. That's really why I do it.

8.6 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: Which place in the world would you most like to visit?

B: I'd love to climb Paricutin Volcano one day.

A: Yeah? Not me. It sounds too dangerous! I heard it's the most beautiful volcano in the world though.

B: Yeah, it's really beautiful. But I don't think it's so dangerous.

A: Maybe you're right. But I'd prefer something a bit less challenging. I really want to visit the Grand Canyon.

B: Yeah, me too. I heard the Copper Canyon in Mexico is deeper, though.

A: Really? Well, maybe I could visit both.

B: Good idea!

8.10 TED TALK PART 1

As a filmmaker, I've been from one end of the Earth to the other trying to get the perfect shot and to capture animal behavior never seen before. And what's more, I'm really lucky, because I get to share that with millions of people worldwide. Now the idea of having new perspectives of our planet and actually being able to get that message out gets me out of bed every day with a spring in my step.

You might think that it's quite hard to find new stories and new subjects, but new technology is changing the way we can film. It's enabling us to get fresh, new images and tell brand new stories.

[. . .] For a filmmaker, new technology is an amazing tool, but the other thing that really, really excites me is when new species are discovered. Now, when I heard about one animal, I knew we had to get it for my next series, Untamed Americas, for National Geographic.

8.11 TED TALK PART 2

In 2005, a new species of bat was discovered in the cloud forests of Ecuador. And what was amazing about that discovery is that it also solved the mystery of what pollinated a unique flower. It depends solely on the bat.

[Video] Narrator: The tube-lipped nectar bat. A pool of delicious nectar lies at the bottom of each flower's long flute. But how to reach it? Necessity is the mother of evolution. This two-and-a-half-inch bat has a three-and-a-half-inch tongue, the longest relative to body length of any mammal in the world. If human, he'd have a nine-foot tongue.

What a tongue. We filmed it by cutting a tiny little hole in the base of the flower and using a camera that could slow the action by 40 times. So imagine how quick that thing is in real life.

8.12 TED TALK PART 3

Now people often ask me, "Where's your favorite place on the planet?" And the truth is I just don't have one. There are so many wonderful places. But some locations draw you back time and time again. And one remote location—I first went there as a backpacker; I've been back several times for filming, most recently for Untamed Americas—it's the Altiplano in the high Andes of South America, and it's the most otherworldly place I know. But at 15,000 feet, it's tough. It's freezing cold, and that thin air really gets you. Sometimes it's hard to breathe, especially carrying all the heavy filming equipment.

[. . .] But the advantage of that wonderful thin atmosphere is that it enables you to see the stars in the heavens with amazing clarity. Have a look.

[Video] Narrator: Some 1,500 miles south of the tropics, between Chile and Bolivia, the Andes completely change. It's called the Altiplano, or "high plains"—a place of extremes and extreme contrasts. Where deserts freeze and waters boil. More like Mars than Earth, it seems just as hostile to life. The stars themselves—at 12,000 feet, the dry, thin air makes for perfect stargazing. Some of the world's astronomers have telescopes nearby. But just looking up with the naked eye, you really don't need one.

Thank you so much for letting me share some images of our magnificent, wonderful Earth. Thank you for letting me share that with you.

UNIT 9

9.1 TED TALK PREVIEW CLIP

In this photograph, we are standing in an area the size of the United States of America, and we're on our own. We have no radio communications, no backup. Beneath our feet, 90 percent of all the world's ice, 70 percent of all the world's fresh water.

9.2 LISTENING

In 2012, I set myself a challenge. I wanted to try to run 12 full-course marathons in one year. I had never run a full marathon before, so I knew it wouldn't be easy.

I like traveling so I also wanted to run in different countries. I planned to run marathons in Japan, Korea, Malaysia, Iceland, and Thailand.

My first marathon was in Okinawa, Japan.

On the morning of the race, I was pretty nervous. But the weather was beautiful, the atmosphere was fantastic, and my training beforehand was just enough—I finished the race! It was an amazing feeling!

My favorite marathon was the one in Reykjavik, Iceland.

Iceland is a beautiful country and the scenery along the course was breathtaking.

The most difficult race was in Kuala Lumpur. First of all, it was really hot. But, my biggest mistake was that I forgot to pack my running shoes! Can you believe it?! So, the day before the race, I had to buy new shoes and during the race, my feet were pretty painful!

In Gwacheon, which is in Korea, I managed to finish in third place! This was a real shock.

I only realized it after the race was already over but I was very happy!

After my last race in Bangkok, I had completed my challenge. I still enjoy running. I'm currently preparing for a full marathon in Stockholm. And maybe I'll try running 20 marathons in 2020!

9.5 INFOGRAPHIC CONVERSATION

Ann Bancroft and Liv Arnesen were once school teachers. But in February 2001, they became the first women to cross the Antarctic on foot. They walked, skied, and ice-sailed for more than 2,700km in extremely cold and dangerous conditions. The journey lasted 3 months.

Bancroft and Arnesen wanted their adventure to inspire others to their own achievements. Using a website and satellite phone calls, more than 3 million children from around the world were able to watch and share in this amazing journey.

9.9 TED TALK PART 1

Let's go south. All of you are actually going south. This is the direction of south, this way, and if you go 8,000 kilometers out of the back of this room, you will come to as far south as you can go anywhere on Earth, the Pole itself.

Now, I am not an explorer. I'm not an environmentalist. I'm actually just a survivor, and these photographs that I'm showing you here are dangerous. They are the ice melt of the South and North Poles. And ladies and gentlemen, we need to listen to what these places are telling us, and if we don't, we will end up with our own survival situation here on planet Earth.

I have faced head-on these places, and to walk across a melting ocean of ice is without doubt the most frightening thing that's ever happened to me.

[. . .] In this photograph, we are standing in an area the size of the United States of America, and we're on our own. We have no radio communications, no backup. Beneath our feet, 90 percent of all the world's ice, 70 percent of all the world's fresh water. We're standing on it. This is the power of Antarctica.

On this journey, we faced the danger of crevasses, intense cold, so cold that sweat turns to ice inside your clothing, your teeth can crack, water can freeze in your eyes. Let's just say it's a bit chilly. (Laughter) And after 70 desperate days, we arrive at the South Pole. We had done it.

9.10 TED TALK PART 2

For the last 11 years, we have taken over 1,000 people, people from industry and business, women and men from companies, students from all over the world, down to Antarctica, and during those missions, we've managed to pull out over 1,500 tons of twisted metal left in Antarctica. That took eight years, and I'm so proud of it because we recycled all of it back here in South America.

[. . .] We have taken young people from industry and business from India, from China. These are game-changing nations, and will be hugely important in the decision about the preservation of the Antarctic.

[. . .] It is such a privilege to go to Antarctica, I can't tell you. I feel so lucky, and I've been 35 times in my life, and all those people who come with us return home as great champions, not only for Antarctica, but for local issues back in their own nations.

9.11 TED TALK PART 3

NASA informed us six months ago that the Western Antarctic Ice Shelf is now disintegrating. Huge areas of ice—look how big Antarctica is even compared to here—huge areas of ice are breaking off from Antarctica, the size of small nations. And NASA have calculated that the sea level will rise, it is definite, by one meter in the next 100 years, the same time that my mum has been on planet Earth. It's going to happen, and I've realized that the preservation of Antarctica and our survival here on Earth are linked. And there is a very simple solution. If we are using more renewable energy in the real world, if we are being more efficient with the energy here, running our energy mix in a cleaner way, there will be no financial reason to go and exploit Antarctica. It won't make financial sense, and if we manage our energy better, we also may be able to slow down, maybe even stop, this great ice melt that threatens us.

[. . .] Antarctica is a moral line in the snow, and on one side of that line we should fight, fight hard for this one beautiful, pristine place left alone on Earth. I know it's possible. We are going to do it. And I'll leave you with these words from Goethe. I've tried to live by them.

"If you can do, or dream you can, begin it now, for boldness has genius, power and magic in it."

Good luck to you all.

Thank you very much.

UNIT 10

10.1 TED TALK PREVIEW CLIP

In this bank that we called the Arts Bank, it was in pretty bad shape. There was about six feet of standing water. It was a difficult project to finance, because banks weren't interested in the neighborhood because people weren't interested in the neighborhood because nothing had happened there. It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?

10.2 LISTENING

I'm from South Africa. I grew up in a city called Pietermaritzburg. It's in the west of the country, not so far from Durban.

I grew up in a quiet neighborhood in the suburbs. It's a really nice place with a lot of nature and green space. There are a lot of fruit trees around, and as children, we used to pick the fruit and hang out and eat it all day.

Traffic isn't so heavy, so the children can play in the streets. I spent a lot of time outside when I was young.

There's a university in Pietermaritzburg, so the nightlife is pretty good near the city center.

The only downside I guess, is that in my neighborhood, the public transportation isn't very good. So it's a bit difficult to get around if you don't have a car.

But it was a really good place to grow up. I think I was pretty lucky to live there.

10.5 INFOGRAPHIC CONVERSATION

[Speaker A is female; Speaker B is male]

B: Do you have any ideas yet about our new place? We need to move pretty soon.

A: Well, how about Brentwood? It's a beautiful area—there are lots of parks and green space.

B: Yeah, but it's too far from the office for me. What about Crestview instead? The nightlife is great there.

A: Crestview? No thanks, it's much too noisy.

B: Okay. Well, we could move to Woodlands I guess. It's pretty green and it's not so far from work.

A: Yeah. That's not a bad idea. Why don't we go for a look around the neighborhood this weekend?

10.9 TED TALK PART 1

The neighborhood that I live in is Grand Crossing. It's a neighborhood that has seen better days. It is not a gated community by far. There is lots of abandonment in my neighborhood, and while I was kind of busy making pots and busy making art and having a good art career, there was all of this stuff that was happening just outside my studio.

[. . .] but I think a lot of our U.S. cities and beyond have the challenge of blight, abandoned buildings that people no longer know what to do anything with. And so I thought—is there a way that I could start to think about these buildings as an extension or an expansion of my artistic practice?

And that if I was thinking along with other creatives—architects, engineers, real estate finance people—that us together might be able to kind of think in more complicated ways about the reshaping of cities.

10.10 TED TALK PART 2

And so I bought a building. The building was really affordable. We tricked it out. We made it as beautiful as we could to try to just get some activity happening on my block. Once I bought the building for about 18,000 dollars, I didn't have any money left. So I started sweeping the building as a kind of performance. This is performance art, and people would come over, and I would start sweeping. Because the broom was free and sweeping was free. It worked out. [Laughter] But we would use the building, then, to stage exhibitions, small dinners, and we found that that building on my block, Dorchester—we now referred to the block as Dorchester projects—that in a way that building became a kind of gathering site for lots of different kinds of activity.

[. . .] One house turned into a few houses, and we always tried to suggest that not only is creating a beautiful vessel important, but the contents of what happens in those buildings is also very important.

So we were not only thinking about development, but we were thinking about the program—thinking about the kind of connections that could happen between one house an another. Between one neighbor and another.

10.11 TED TALK PART 3

In this bank that we called the Arts Bank, it was in pretty bad shape. There was about six feet of standing water. It was a difficult project to finance, because banks weren't interested in the neighborhood because people weren't interested in the neighborhood because nothing had happened there. It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?

And so now that the rumor of my block has spread, and lots of people are starting to visit, we've found that the bank can now be a center for exhibition, archives, music performance, and that there are people who are now interested in being adjacent to those buildings because we brought some heat, that we kind of made a fire.

[. . .] In some ways, it feels very much like I'm a potter, that we tackle the things that are at our wheel, we try with the skill that we have to think about this next bowl that I want to make. And it went from a bowl to a singular house to a block to a neighborhood to a cultural district to thinking about the city, and at every point, there were things that I didn't know that I had to learn.

[. . .] So now, we're starting to give advice around the country on how to start with what you got, how to start with the things that are in front of you, how to make something out of nothing, how to reshape your world at a wheel or at your block or at the scale of the city.

Thank you so much.

UNIT 11

11.1 TED TALK PREVIEW CLIP

I'm here to share my photography. Or is it photography? Because, of course, this is a photograph that you can't take with your camera.

11.2 LISTENING

Hi, my name's Hannah. I'm a documentary and travel photographer from the Philippines.

Photography is a great passion of mine and I'm really lucky that my job is something that I love.

People sometimes ask me about what's important when taking a photo.

Well, to me, the most important thing is making sure you are in the right place to take the photograph.

But this doesn't mean that you have to be very somewhere very far from home. Sometimes the right place can just be in your back yard, your school, or your neighborhood.

Of course there are also technical things that a good photographer needs to learn. As a photographer you need to make sure you learn how to observe light.

You need to be able to understand how different times of day make for different kinds of images. My favorite time to take photographs is right before sundown, when the light is very soft.

This is one of my favorite photos. Il took it when I was in Batanes, an island in the Philippines, photographing indigenous cultures.

I like the perspective and the color. But also, I like it because it shows how lovely my country is, and it reminds me of the wonders of childhood, when everything felt like a giant playground.

11.5 INFOGRAPHIC CONVERSATION

[Speaker A is male; Speaker B is female]

A: Look at this picture. Do you think it's real?

B: Wow. It looks real. But I've never seen a sink that big!

A: Yeah. Look at the lighting. To me, something isn't quite right.

B: I think you're right. And look at the boy's shadow—I think it's going in the wrong direction..

A: Oh yeah. That looks a bit weird. Okay, I think this is definitely not real.

11.9 TED TALK PART 1

I'm here to share my photography. Or is it photography? Because, of course, this is a photograph that you can't take with your camera.

Yet, my interest in photography started as I got my first digital camera at the age of 15. It mixed with my earlier passion for drawing, but it was a bit different, because using the camera, the process was in the planning instead. And when you take a photograph with a camera, the process ends when you press the trigger. So to me it felt like photography was more about being at the right place and the right time. I felt like anyone could do that.

So I wanted to create something different, something where the process starts when you press the trigger. Photos like this: construction going on along a busy road. But it has an unexpected twist. And despite that, it retains a level of realism. Or photos like these—both dark and colorful, but all with a common goal of retaining the level of realism.

11.10 TED TALK PART 2

But what's the trick that makes it look realistic? Is it something about the details or the colors? Is it something about the light? What creates the illusion?

[. . .] I would like to say that there are three simple rules to follow to achieve a realistic result. As you can see, these images aren't really special. But combined, they can create something like this.

So the first rule is that photos combined should have the same perspective. Secondly, photos combined should have the same type of light. And these two images both fulfill these two requirements—shot at the same height and in the same type of light. The third one is about making it impossible to distinguish where the different images begin and end by making it seamless. Make it impossible to say how the image actually was composed.

11.11 TED TALK PART 3

So to achieve a realistic result, I think it comes down to planning. It always starts with a sketch, an idea. Then it's about combining the different photographs. And here every piece is very well planned. And if you do a good job capturing the photos, the result can be quite beautiful and also quite realistic. So all the tools are out there, and the only thing that limits us is our imagination.

Thank you.

UNIT 12

12.1 TED TALK PREVIEW CLIP

So now just take a minute. I think you need to get to know the person next to you. Why don't you just shake their hands. Please shake their hands. All right, get to know each other. They look really pretty. All right. So what if I told you that the person whose hands you just shook actually didn't wash their hands when they were coming out of the toilet? They don't look so pretty anymore, right? Pretty yucky, you would agree with me.

12.2 LISTENING

I have a problem with coffee, I think. I drink way too much of it. When I'm at work I'd say I drink at least 5 or 6 cups a day. It's become a habit, I guess, and the problem is that if I don't drink coffee during the day, I start to feel really tired.

I think it has an effect on my sleep too. I almost never get 8 hours of sleep. Usually I get 5 or 6 hours of sleep, and of course the next day I feel tired, and I drink more coffee, and well, you get the picture.

But otherwise I'm really healthy. I never eat snacks between meals, I take vitamins every day, and I rarely get sick. I also do quite a lot of exercise. I ride a bike, I play soccer sometimes, so I keep pretty fit. I have a few other bad habits, too—but I'm not going to tell you about those!

12.5 INFOGRAPHIC CONVERSATION

Most people know that washing your hands with soap is important to help prevent the spread of diseases. However, not many people consider hand-drying.

After I wash my hands, I always use a paper towel (if there is one). Let me tell you why.

Even after washing your hands, there are still some microbes left on your hands.

With wet hands—for example, if you choose not to dry your hands at all—germs can spread very easily when you touch things.

The problem with a warm-air dryer is that it may not make your hands completely dry.

A jet air dryer can dry your hands quite well, but they can also blow the germs off your hands and spread them around the washroom.

So, a simple paper towel is much more hygienic. If you use a paper towel, germs don't get blown around, and your hands will be nice and dry.

12.9 TED TALK PART 1

So imagine that a plane is about to crash with 250 children and babies, and if you knew how to stop that, would you?

Now imagine that 60 planes full of babies under five crash every single day. That's the number of kids that never make it to their fifth birthday. 6.6 million children never make it to their fifth birthday.

Most of these deaths are preventable, and that doesn't just make me sad, it makes me angry, and it makes me determined. Diarrhea and pneumonia are among the top two killers of children under five, and what we can do to prevent these diseases isn't some smart, new technological innovations. It's one of the world's oldest inventions: a bar of soap.

[. . .] Handwashing with soap is one of the most cost-effective ways of saving children's lives. It can save over 600,000 children every year. That's the equivalent of stopping 10 jumbo jets full of babies and children from crashing every single day.

12.10 TED TALK PART 2

So now just take a minute. I think you need to get to know the person next to you. Why don't you just shake their hands. Please shake their hands. All right, get to know each other. They look really pretty. All right. So what if I told you that the person whose hands you just shook actually didn't wash their hands when they were coming out of the toilet? They don't look so pretty anymore, right? Pretty yucky, you would agree with me.

Well, statistics are actually showing that four people out of five don't wash their hands when they come out of the toilet, globally. And the same way, we don't do it when we've got fancy toilets, running water, and soap available, it's the same thing in the countries where child mortality is really high.

[. . .] So why is it? Why aren't people washing their hands? Why is it that Mayank, this young boy that I met in India, isn't washing his hands? Well, in Mayank's family, soap is used for bathing, soap is used for laundry, soap is used for washing dishes. His parents think sometimes it's a precious commodity, so they'll keep it in a cupboard. They'll keep it away from him so he doesn't waste it. On average, in Mayank's family, they will use soap for washing hands once a day at the very best, and sometimes even once a week for washing hands with soap. What's the result of that? Children pick up disease in the place that's supposed to love them and protect them the most, in their homes.

12.11 TED TALK PART 3

Nine years ago, I decided, with a successful public health career in the making, that I could make the biggest impact coming, selling and promoting the world's best invention in public health: soap. We run today the world's largest handwashing program by any public health standards. We've reached over 183 million people in 16 countries. My team and I have the ambition to reach one billion by 2020.

[. . .] Last week, my team and I spent time visiting mothers that have all experienced the same thing: the death of a newborn. I'm a mom. I can't imagine anything more powerful and more painful. This one is from Myanmar. She had the most beautiful smile, the smile, I think, that life gives you when you've had a second chance. Her son, Myo, is her second one. She had a daughter who passed away at three weeks, and we know that the majority of children that actually die, die in the first month of their life, and we know that if we give a bar of soap to every skilled birth attendant, and that if soap is used before touching the babies, we can reduce and make a change in terms of those numbers.

[. . .] I hope you will join us and make handwashing part of your daily lives and our daily lives and help more children like Myo reach their fifth birthday.

Thank you.

Unit 1 Quiz: Passions

A VOCABULARY

Complete the sentences below using the words in the box.

science fiction　　action　　hates　　horror　　likes

My family and I all like different kinds of movies.

I love ^{1} ____________________ because I like stories about aliens and space. My sister loves ^{2} ____________________ movies because she actually likes to feel scared while watching them. Isn't she crazy? My mom ^{3} ____________________ both science fiction and horror, so she won't watch them with us. She'll only watch romantic comedies. Well, sometimes she'll watch ^{4} ____________________ movies with my dad if they have a love story, too. My dad says he only watches for the fast cars, but I think he ^{5} ____________________ the love stories, too.

B GRAMMAR

Complete the conversation. Circle the correct words.

A: What kind of music ^{1}(**does** / **do**) you like?

B: I ^{2}(**love** / **hate**) country.

A: Really? ^{3}(**What's** / **Who's**) your favorite singer?

B: Taylor Swift. She's amazing.

A: I don't like country ^{4}(**a lot** / **very much**).

B: Well, she sings pop too.

A: Oh. I love ^{5}(**pop** / **country**). What's your favorite pop song of hers?

C TED TALK

Complete the sentences below using the words in the box.

band　　capital　　state　　traditional　　world

Bluegrass is now a popular type of music around the ^{1} ____________________—but how did it get its name? The U.S. ^{2} ____________________ of Kentucky is called the Bluegrass region. Many people think the state is named for bluegrass music. But actually, it's named for a type of grass called bluegrass. In the 1940s, there was a very popular banjo ^{3} ____________________ from Kentucky called the Blue Grass Boys. People started calling the band's ^{4} ____________________ music "bluegrass." And now Kentucky is known as the ^{5} ____________________ of both bluegrass and bluegrass music!

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Unit 2 Quiz: Spending Habits

A CONVERSATION

Complete the conversation below using the words in the box.

expensive camera coffee concert spending shopping

A: Hey, I like your new ^{1}__________. And isn't that a new shirt?

B: Yep. I went ^{2}__________ this afternoon.

A: Wow you're ^{3}__________ a lot of money.

B: Well, I have a date tonight!

A: Oh! Where are you going?

B: First we're going to get ^{4}__________ together. Then we're going to a ^{5}__________.

A: That sounds fun, but ^{6}__________.

B GRAMMAR

Rewrite each sentence, adding the word in parentheses.

1 I go shopping alone. (sometimes) ______________________________

2 We look for sale items. (always) ______________________________

3 Do you buy fashion magazines? (ever) ______________________________

4 My friends go shopping. (twice a week) ______________________________

5 My brother spends money. (never) ______________________________

C TED TALK

Read the quotes from Jessi Arrington's TED Talk and complete the sentences.

1 *And I'd really love to show you my week's worth of* ***outfits*** *right now.*

Arrington is going to show her (**groceries** / **clothes**).

2 *I look pretty* ***unique****.*

Her style is (**the same as** / **different from**) other people.

3 *Secondhand shopping allows me to reduce the impact my* ***wardrobe*** *has on the environment ...*

Arrington says she's a green shopper in regards to what she (**wears** / **eats**).

4 *There is always going to be another* ***crazy****, colorful, shiny outfit just waiting for me ...*

Arrington loves to wear (**unusual** / **boring**) clothes.

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Unit 3 Quiz: Career Paths

A CONVERSATION

Complete the conversation using the words in the box.

pay   dancer   travel   do   chef   entertainment

A: What do you ^{1} ____________________?

B: I work at a restaurant. I'm a ^{2} ____________________. What about you?

Do you like being a ^{3} ____________________?

A: Yes, but the ^{4} ____________________ isn't great.

B: Isn't it hard work?

A: It's tiring sometimes, but I get to ^{5} ____________________ a lot.

B: I think it's cool that you work in ^{6} ____________________.

B GRAMMAR

Circle the correct words.

1 What's your job (**like** / **likes**)?

2 (**Are** / **Do**) you like your new office?

3 What kind of job (**do** / **would**) you like to have in the future?

4 I (**work** / **job**) in a bank.

5 (**Do** / **Would**) you like to get a new job?

C TED TALK

Complete the conversation using the words in the box.

exotic   freezing   rough   suffering

Chris Burkard really loves his job, even though he says it involves some ^{1} ____________________. In fact, Burkard says that working in ^{2} ____________________ temperatures helps him enjoy his job more. When he's in cold and ^{3} ____________________ seas taking pictures of surfers, it gives him joy. Having a challenging job is more fun for him than working in ^{4} ____________________ locations.

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Unit 4 Quiz: Talents

A CONVERSATION

Circle the correct words.

A: You're so good at [1](**giving** / **taking**) presentations.

B: Thanks. I always [2](**practice** / **play**) a lot beforehand.

A: Do you have any [3](**decisions** / **advice**) for me?

B: Well, I usually [4](**practice** / **take**) a video of myself when I practice.

A: That's a really good idea. Hey, you're [5](**pretty good** / **not very good**) at giving advice too!

B GRAMMAR

Put the words into the correct order to make a question about abilities.

1 at / dancing? / good / Is / Jon ____________________

2 any / Can / instruments? / Nina / play ____________________

3 decisions? / Does / Filip / good / make / usually ____________________

4 Does / Henry / how / know / play / soccer? / to ____________________

5 at / good / Is / photos? / taking / Zoe ____________________

C TED TALK

Complete the conversation using the words in the box. One word is extra.

allows	**instruments**	**performance**	**pursuing**	**sounds**	**voice**

Which [1]____________________ did you like better, the beatboxing of Tom Thum or the bluegrass of the Sleepy Man Banjo Boys? Both have unique [2]____________________, don't you think? Tom Thum uses his [3]____________________ to make his music. But the Sleepy Man Banjo Boys don't sing at all—they only play [4]____________________. Both groups have found their talents and are [5]____________________ their dreams.

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Unit 5 Quiz: Technology

A CONVERSATION

Choose the correct word in the box to complete the conversation.

expensive **light** **look** **them** **they**

A: Are those smart glasses?

B: Yeah. What do you you think of [1] ____________________?

A: They [2] ____________________ heavy. Are they?

B: Not at all. They're really [3] ____________________ and thin.

A: They're cool. Were they [4] ____________________?

B: Yeah, a little.

A: Can I ask how much [5] ____________________ cost?

B GRAMMAR

Circle the correct words to complete the sentences.

1 How (**many** / **much**) gadgets do you own?

2 How (**many** / **much**) time do you have right now?

3 I only have a (**a little** / **a few**) games on my phone.

4 My phone doesn't have (**many** / **a lot of**) memory.

5 I can't afford that. I only have (**a little** / **a few**) money.

6 I have quite (**many** / **a lot of**) apps on my phone.

C TED TALK

Choose the correct word in the box to complete the paragraph.

aircraft **climbing** **altitude** **speed**

Yves Rossy has built a(n) [1] __________ that may let us all experience flying! Can you imagine flying in the air like an airplane and reaching a(n) [2] __________ so high that you feel like a bird? Which would be more fun for you, [3] __________ up or diving down? Of course you have to like [4] __________ to enjoy being a Jetman. Rossy certainly does!

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Unit 6 Quiz: Challenges

A CONVERSATION

Choose the correct word to complete the conversation.

A: You look ^{1}(**confident** / **worried**). Are you okay?

B: Not really. My parents are ^{2}(**pressuring** / **suffering**) me to get good grades.

A: Really? That's tough.

B: And I'm ^{3}(**making** / **having**) health problems. I always have a headache.

A: It sounds like you're ^{4}(**suffering** / **saving**) from ^{5}(**money** / **stress**).

B: You're probably right. How do you ^{6}(**cope** / **feel**) with stress?

B GRAMMAR

Combine the sentences by using the word in parentheses.

1 I take an exam / I eat a big breakfast (before)

____

2 I try to go for a run / I feel stressed (when)

____

3 I check my notes / I give a presentation (before)

____

4 I get my mother's advice / I feel better (after)

____

5 I feel sleepy / I eat a big meal (after)

____

C TED TALK

Read the quotes from Daniel Kish's TED Talk. Then circle the correct words.

1 *But I was not raised to think of myself as* ***remarkable****.*

Kish considers himself to be (**unique** / **normal**).

2 *When blind people learn to see, sighted people seem* ***inspired*** *to want to see their way better …*

Some sighted people want to (**teach** / **try**) Kish's techniques as well.

3 *Everyone out there who* ***faces*** *or who has every faced a challenge, raise your hands. Whoosh. Okay. Lots of hands going up …*

Kish believes that we all (**sometimes** / **rarely**) experience problems.

4 *Those of you who use your brains to* ***navigate*** *these challenges, put your hands down.*

Kish says we all use our brains to find (**problems** / **solutions**).

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Unit 7 Quiz: Confidence

A CONVERSATION

Choose the correct word in the box to complete the conversation.

friendly	more	same	tall	too

A: Guess what? I met your sister yesterday. She looks just like you!

B: I know. We're both [1]________________ and wear glasses, right?

A: And you both have the [2]________________ hair. I thought she was you!

B: We look alike, but she's [3]________________ talkative than I am.

A: I know! She talked to me for an hour! You're lucky to have such a [4]________________ sister.

B: She can be [5]________________ friendly. Sometimes she shows strangers my baby pictures!

B GRAMMAR

Put the words into the correct order to make sentences.

1 my / is / easygoing / father / pretty

____

2 she's / too / thinks / Beth / shy

____

3 all / is / Chung-wa / not / at / talkative

____

4 brother / her / quite / Samriti / funny / are / and

____

5 friendly / your / very / are / friends / not

____

C TED TALK

issue	judge	value	whole	self-esteem

The goal of the Meaghan Ramsey's project is to get young individuals to see themselves differently when they look in the mirror. Too many teenagers [1]________________ their appearances too harshly, and Ramsey wants to change this. The project tackles this [2]________________ by providing lessons and videos that teach the [3]________________ of [4]________________. Young people must understand that what is important is the [5]________________ self, not their appearance.

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Unit 8 Quiz: Wild Places

A CONVERSATION

Choose the correct word in the box to complete the conversation.

beach	colder	fun	largest	swim

A: I'm going to New Zealand next month.

B: Really? Is it [1]__________ there than here?

A: No, when it's winter here, it's summer there. I love swimming, so I'm going to the [2]__________ first.

B: Sounds [3]__________.

A: Next, I want to visit their [4]__________ lake. It's called Lake Taupo.

B: Good idea. You can [5]__________ there, too.

A: That's the plan!

B GRAMMAR

Complete the sentences with the superlative form of the adjectives.

1 Which mountains do you think are __________________ (beautiful)?

2 Is January __________________ (cold) month in Chicago?

3 The Grand Canyon is __________________ (famous) canyon in the U.S.

4 What's __________________ (long) river in the world?

5 That's __________________ (high) and __________________ (scary) road in the state!

6 Do you know __________________ valley in the world? (deep)

7 When is __________________ time to visit? (good)

C TED TALK

Read the quotes from Karen Bass's TED Talk. Then choose the words that mean the same as the words in bold.

1 *… to **capture** animal behavior never seen before.*

a take videos　　**b** catch animals

2 *There are so many **wonderful** places.*

a amazing　　**b** strange

3 *But at 15,000 feet, it's **tough**. It's freezing cold, and that thin air really gets you.*

a a good place for photography　　**b** a hard place for the body

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Unit 9 Quiz: Achievements

A CONVERSATION

Choose the correct word to complete the conversation.

A: My ^{1}(**dream** / **achievement**) is to start a business.

B: Wow. What kind of business?

A: I want to help people ^{2}(**achieve** / **pass**) their goals.

B: Like what?

A: Like ^{3}(**winning** / **climbing**) mountains.

B: So you want to be a trainer?

A: Exactly.

B: Hey, I want to ^{4}(**run** / **start**) a marathon. Can you help me?

A: Sure. I ran five marathons last ^{5}(**year** / **weekend**).

B GRAMMAR

Complete each sentence using the past tense of the verb in parentheses.

1 I ______________ (walk) for ten miles.

2 She ______________ (climb) the mountain.

3 They ______________ (give) a presentation to the class.

4 He ______________ (not get) the job.

5 I ______________ (finish) college.

6 He ______________ (win) an award.

7 She ______________ (go) skiing last month.

C TED TALK

Match the question with the correct answer.

1	Is human survival **linked** to Antarctica?	•	•	**a**	He wants to **preserve** Antarctica.
2	What is Swan's **mission**?	•	•	**b**	The polar ice is melting too quickly.
3	What is **threatening** Antartica?	•	•	**c**	Robert Swan thinks so.

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Unit 10 Quiz: Creative Cities

A CONVERSATION

Choose the correct word in the box to complete the conversation.

affordable   clean   green   low   neighborhood   public   vacant

A: Did you finally find some [1] ____________ housing?

B: I did! My new place is great.

A: What's the [2] ____________ like?

B: Well, the crime rate is [3] ____________ and the streets are [4] ____________.

A: That's good.

B: And it's close to my work by [5] ____________ transportation.

A: It sounds perfect.

B: Well, almost. The only issues are that there are a lot of [6] ____________ buildings and there isn't much [7] ____________ space.

A: Oh. That's a little worrying.

B GRAMMAR

Match the parts to complete the sentences.

1 I'm getting hungry. We should • • **a** move to a bigger one.
2 My apartment is too small. I should • • **b** get a car.
3 It's getting late. I should • • **c** park the car?
4 This traffic is terrible. Where should we • • **d** go to bed.
5 Public transportation is terrible here. You should • • **e** make some dinner.

C TED TALK

Choose the correct word in the box to complete the conversation.

abandoned   reshaping   tackled

Have you heard of Theaster Gates and how he's [1] ____________ the South Side of Chicago? His renovations of [2] ____________ buildings have completely transformed his neighborhood. It's amazing how he's [3] ____________ the problem of urban blight. His whole community has been transformed as a result.

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Unit 11 Quiz: Picture Perfect

A CONVERSATION

Choose the correct word in the box to complete the conversation.

camera	light	photo	shots	stunning

A: Wow, did you take that [1]________________?

B: Yeah. I took it on vacation in Spain last year.

A: The color is amazing. The ocean looks [2]________________.

B: Thanks. I waited a long time for the perfect [3]________________.

A: How many [4]________________ did you take before you got this one?

B: Oh, probably about one hundred! I was there all afternoon.

A: It was worth it. What kind of [5]________________ do you have?

B GRAMMAR

Put the words into the correct order to make sentences.

1 really / seem / they / worried ________________________________

2 apple / doesn't / sweet / taste / this ________________________________

3 fake / looks / me / painting / this / to ________________________________

4 doesn't / realistic / sound / story / your ________________________________

5 combines / image / photos / this / two ________________________________

C TED TALK

Choose the correct word in the box to complete the sentences.

combine	illusions	realistic	shadows	trick

Photographer Erik Johansson shares some helpful tips for editing photos to create [1]________________ looking images that are actually [2]________________:

- [3]________________ photos that have the same perspective and same light. For example, make sure that any [4]________________ in the different photos come from the same direction.
- [5]________________ the viewer's eye by making sure it's not clear where one picture starts and the other ends.

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Unit 12 Quiz: Healthy Habits

A CONVERSATION

Choose the correct word to complete the conversation.

A: I'm hungry. I [1] (**skipped**/**finished**) breakfast again today.

B: You did? That's not [2] (**too**/**very**) good for you.

A: I know. I slept too late. I'm always [3] (**tired**/**ready**).

B: You should [4] (**do**/**get**) at least eight hours every night.

A: I do [5] (**wake up**/**sleep**) eight hours, but I always want to sleep more!

B: You should [6] (**take**/**eat**) vitamins. That might help.

A: Do you ever [7] (**play**/**do**) yoga? I heard it's good for your body too.

B GRAMMAR

Rewrite the sentences using the words in parentheses.

1 your breath is fresher / you use mouthwash regularly (when)

____

2 you eat a healthy breakfast / you have energy all morning (when)

____

3 I usually drink a glass of milk / I wake up hungry at night (if)

____

4 I have no food in my house / I usually go out to eat (when)

____

5 I have strange dreams / I eat a lot just before bedtime (if)

____

C TED TALK

Choose the correct word in the box to complete the sentences.

availability **innovations** **mortality**

Global Handwashing Day is a day that reminds us that all we need to save lives is a simple bar of soap. The day teaches others that child [1] ______________ rates could be reduced drastically if more kids washed their hands with soap. But in many places, the [2] ______________ of soap is not a problem. The problem is encouraging people to use it. If people spread the message that such a simple item is more powerful than some great technological [3] ______________, millions of lives could be easily saved.

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Unit Quizzes Answer Key

UNIT 1

VOCABULARY

1. science fiction; **2.** horror; **3.** hates; **4.** action; **5.** likes

GRAMMAR

1. do; **2.** love; **3.** Who's; **4.** very much; **5.** pop

TED TALK

1. world; **2.** state; **3.** band; **4.** traditional; **5.** capital

UNIT 2

CONVERSATION

1. camera; **2.** shopping; **3.** spending; **4.** coffee; **5.** concert; **6.** expensive

GRAMMAR

1. I sometimes go shopping alone; **2.** We always look for sale items.; **3.** Do you ever buy fashion magazines?; **4.** My friends go shopping twice a week.; **5.** My brother never spends money.

TED TALK

1. clothes; **2.** different from; **3.** wears; **4.** unusual

UNIT 3

CONVERSATION

1. do; **2.** chef; **3.** dancer; **4.** pay; **5.** travel; **6.** entertainment

GRAMMAR

1. like; **2.** Do; **3.** would; **4.** work; **5.** Would

TED TALK

1. suffering; **2.** freezing; **3.** rough; **4.** exotic

UNIT 4

CONVERSATION

1. giving; **2.** practice; **3.** advice; **4.** take; **5.** pretty good

GRAMMAR

1. Is Jon good at dancing?; **2.** Can Nina play any instruments?; **3.** Does Filip usually make good decisions?;
4. Does Henry know hwo to play soccer?;
5. Is Zoe good at taking photos?

TED TALK

1. performance; **2.** sounds; **3.** voice; **4.** instruments; **5.** pursuing

UNIT 5

CONVERSATION

1. them; **2.** look; **3.** light; **4.** expensive; **5.** they

GRAMMAR

1. many; **2.** much; **3.** a few; **4.** a lot of; **5.** a little; **6.** a lot of

TED TALK

1. aircraft; **2.** altitude; **3.** climbing; **4.** speed

UNIT 6

CONVERSATION

1. worried; **2.** pressuring; **3.** having; **4.** suffering; **5.** stress; **6.** cope

GRAMMAR

(alternative answers possible) **1.** Before I take an exam, I eat a big breakfast.; **2.** When I feel stressed, I try to go for a run.; **3.** Before I give a presentation, I check my notes.; **4.** I feel better after I get my mother's advice.; **5.** I feels sleepy after I eat a big meal.

TED TALK

1. normal; **2.** try; **3.** sometimes; **4.** solutions

UNIT 7

CONVERSATION

1. tall; **2.** same; **3.** more; **4.** friendly; **5.** too

GRAMMAR

1. My father is pretty easygoing.; **2.** Beth thinks she's too shy.; **3.** Chung-wa is not at all talkative.; **4.** Samriti and her brother are quite funny.; **5.** Your friends are not very friendly.

TED TALK

1. judge; **2.** issue; **3.** value; **4.** self-esteem; **5.** whole

UNIT 8

CONVERSATION

1. colder; **2.** beach; **3.** fun; **4.** largest; **5.** swim

GRAMMAR

1. the most beautiful; **2.** the coldest; **3.** the most famous; **4.** the longest; **5.** the highest, (the) scariest; **6.** the deepest; **7.** the best

TED TALK

1. a; **2.** a; **3.** b

UNIT 9

CONVERSATION

1. dream; **2.** achieve; **3.** climbing; **4.** run; **5.** year

GRAMMAR

1. walked; **2.** climbed; **3.** gave; **4.** didn't get; **5.** finished; **6.** won; **7.** went

TED TALK

1. c; **2.** a; **3.** b

UNIT 10

CONVERSATION

1. affordable; **2.** neighborhood; **3.** low; **4.** clean; **5.** public; **6.** vacant; **7.** green

GRAMMAR

1. e; **2.** a; **3.** d; **4.** c; **5.** b

TED TALK

1. reshaping; **2.** abandoned; **3.** tackled

UNIT 11

CONVERSATION

1. photo; **2.** stunning; **3.** light; **4.** shots; **5.** camera

GRAMMAR

1. They seem really worried.; **2.** This apple doesn't taste sweet.; **3.** This painting looks fake to me.; **4.** Your story doesn't sound realistic.; **5.** This image combines two photos.

TED TALK

1. realistic; **2.** illusions; **3.** combine; **4.** shadows; **5.** trick

UNIT 12

CONVERSATION

1. skipped; **2.** very; **3.** tired; **4.** get; **5.** sleep; **6.** take; **7.** do

GRAMMAR

(alternative answers possible) **1.** Your breath is fresher when you use mouthwash regularly.; **2.** When you eat a healthy breakfast, you have energy all morning.; **3.** If I wake up hungry at night, I usually drink a glass of milk.; **4.** When I have no food in my house, I usually go out to eat.; **5.** I have strange dreams if I eat a lot just before bedtime.

TED TALK

1. mortality; **2.** availability; **3.** innovations